REPORT RESUMES

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CHARACTERISTICS OF TEACHER BEHAVIOR RELATED TO THE
ACHIEVEMENT OF CHILDREN IN SEVERAL ELEMENTARY GRADES.
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THE VARIOUS KINDS OF TEACHER BEHAVIOR WHICH ARE ASSOCIATED WITH THE ACHIEVEMENT OF CHILDREN OF DIFFERENT KINDS OF PERSONALITY AND LEVELS OF INTELLIGENCE, AND THE PREDICTORS OF THOSE TEACHER BEHAVIORS ASSOCIATED WITH THE ACHIEVEMENT OF THE DIFFERENT KINDS OF CHILDREN WERE STUDIED. THE SAMPLE INCLUDED APPROXIMATELY 1,500 CHILDREN (GRADES 3 THROUGH 6) AND 60 CLASSES IN THE NEW YORK METROPOLITAN AREA. THE SELECTION OF THE SAMPLE PROVIDED A WIDE RANGE OF SOCIOECONOMIC LEVELS AMONG THE CHILDREN AND TEACHING COMPETENCIES AMONG THE TEACHERS. THE LATTER WAS DETERMINED BY SUPERVISORS' OPINIONS. DATA FOR CHILDREN INCLUDED PERSONALITY DESCRIPTION, PRE- AND POST-TEST ACHIEVEMENT SCORES, SOCIOMETRIC EVIDENCE, AND IQ FOR TEACHERS. DATA FOR TEACHERS INCLUDED OBSERVATION OF BEHAVIOR, PERSONALITY DESCRIPTION, ACADEMIC INTEREST, AND INFORMATIONAL BACKGROUND. THE FINDINGS OF THIS STUDY ARE CONSISTENT WITH THOSE OF OTHER INVESTIGATORS, THAT IS, THERE WAS A NEGLIGIBLE CORRELATION OF CHILDREN'S ACHIEVEMENT BOTH WITH OBSERVERS' RATINGS OF TEACHER EFFECTIVENESS AND WITH TEACHER KNOWLEDGE. IN MANY INSTANCES THE TEACHERS RECEIVING POORER RATINGS BY OBSERVERS ARE THE ONES OBTAINING HIGHER ACHIEVEMENT WITH THE CHILDREN. SINCE ALL OF THE TEACHERS IN THIS STUDY HAVE HAD PROFESSIONAL TRAINING, THE LACK OF ANY SIGNIFICANT CORRELATION OF CHILDREN'S ACHIEVEMENT EITHER WITH THE EVIDENCE FROM THE OBSERVATION MATERIAL OR THE TEACHER KNOWLEDGE DATA IS WITHIN THIS POPULATION OF TEACHERS. IT WAS EVIDENT THAT NOT ONLY IS TEACHER KNOWLEDGE AN UNIMPORTANT VARIABLE AS A CRITERION OF TEACHER EFFECTIVENESS BUT ALSO OBSERVER RATINGS, PER SE, ARE PRACTICALLY WORTHLESS IN THIS RESPECT. (JL)

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Characteristics of Teacher Behavior Related to the Achievement of Children in Several Elementary Grades

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May 1960

Errata Sheet

Page 20. Standard Profile C - n = 22 instead of 23.

Page 22. Group B, n = 169 instead of 109.

Page 48. Table 18, footnote - ALL includes children unclassified regarding personality as well as those classified into A, B, C and E groupings.

Chart 4 - following page 57, title should read "Conforming Children".

Page 72, line 2 - Delete the word "plus".

Page 77, line 12 - Delete the word "as".

Appendix, page 8, line 30 - Perception of authority as accepting.

Under Acknowledgments, on page following Contents, add to names of principals - "Mr. Carl Warren, PS 20."

CHARACTERISTICS OF TEACHER BEHAVIOR AND COMPETENCY RELATED TO THE ACHIEVEMENT OF DIFFERENT KINDS OF CHILDREN IN SEVERAL ELEMENTARY GRADES

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The investigators of this study wish to acknowledge the support and cooperation of many different kinds without which the investigation could not have been made.

First: The support and encouragement of Professor C.W.Washburne, Director of Teacher Education of Brooklyn College, and the financial support of the Office of Education of the Department of Health, Education and Welfare.

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Associate Superintendents	Principals
Charles G. Eichel	Louis J. Applebaum, PS 213
Arthur Hughson	Henrietta O. Gordon, PS 255
Joseph Noethan	Joseph H. Graff, PS 93
	Ben Gise, PS 77
	Sarah M. McAuliffe, PS 108
	Dr. A. Nevins, PS 273
	Dr. M. Pincus, PS 194
	Solomon Prigohay, PS 92

Seventh: And most important: The patience and cooperation of the fifty-five teachers whose classes participated in the study. It was the cooperation of these teachers that really made the study successful. These teachers not only had to contend with as much as fourteen hours of testing with the children and repeated observations by members of the Education department of Brooklyn College, but most of the teachers also cooperated by taking tests themselves.

Introduction

Teacher education and teacher selection are based upon many unsubstantiated assumptions and premises. Their procedures have often been questioned by critics who, to be sure, have offered little or no evidence in support of their criticism. On the other hand, the rebuttal of such criticism is likewise poorly substantiated. Various theories of education stem from psychological and sociological research and from analogy to pragmatic procedures employed in the physical and biological sciences. Many of these theories, however, have not been subjected to experimental test in classroom situations. Indeed, most of the present practices in teacher education and selection are based on deductive reasoning which often involves a chain of untested assumptions.

The dubious nature of the assumptions basic to procedures in teacher education and selection may be revealed by citing several illustrations:

> Methods of teaching reading, arithmetic, science and other subjects have become increasingly refined. Such methods, although based to some extent on experimental findings, are usually assumed to be effective for all kinds of teachers and children. It may be that a teacher employing a pragmatic approach in which he uses various methods depending upon the situation is more effective than the teacher who relies upon a specific method. Furthermore, educational research employed in checking the validity of such methods seldom takes more than one outcome into account. Thus, although a particular method may be highly effective in developing a skill in reading, such a method may reduce interest in reading.
>
> Psychological theory and some experimental investigations suggest that children attain greater achievement in significant objectives of instruction when direct attention is given to meeting their emotional needs. Although the work of Murray, Prescott, Frank, Raths, and others suggests this relationship, further investigation is necessary to determine how the meeting of children's emotional needs affects their composite educational achievement.
>
> Allison Davis and others, through investigations of social class status, have obtained general information relating the behavior of teachers to children in different social classes. However, very little information has been obtained concerning the effect of such practices on the achievement of children.
>
> Teachers with a variety of interests are generally assumed to be more competent to develop a similar range of interests in children. Education in the academic skills (sciences, social sciences and humanities) is claimed to be both effective and ineffective as training for the prospective teacher.

Colleges and universities responsible for teacher education and state and local examining agencies responsible for certification of teachers have spent countless hours in attempts to establish criteria of teacher competency. But even when such criteria have been established and revised teacher programs developed, usually there is little increased assurance that teacher competence has been significantly influenced.

Barr has succinctly summarized the various approaches to the problem of determining teacher competency in the following way:[1]

> "There is no adequate explicit definition of teacher efficiency, but three approaches are apparent in measuring procedures: a) definitions based upon estimates of traits assumed to function in the teaching act such as drive, considerateness, emotional stability, objectivity, intelligence, etc; b) definitions based on appraisals of activities included in teaching, such as discovering and defining pupil needs, setting goals, stimulating interest, choosing learning experiences, guiding learning activities, appraising results, etc.; c) definitions derived from pupil growth. The third approach is the soundest. The use of pupil growth as the basis of measuring teacher efficiency is contingent upon the availability of valid instruments for measuring the factors of this growth, especially the major ones reflected in our concept of the purposes of education. Furthermore, teaching is only one among many factors operating to produce changes in pupil growth and achievement; the influence of factors other than teaching efficiency must be held constant in the study of growth and achievement scores.
>
> The ultimate measure of teacher effectiveness, particularly in teacher-pupil relations, will be found in the changes produced in the pupils under his direction. Hence, it seems sound to attempt the evaluation of teaching efficiency on the basis of pupil growth, but a practical procedure has not yet been developed. The development of more adequate measures of the total changes in pupils will doubtless contribute to the success of this approach to the measurement of teaching efficiency.
>
> The thesis that the effect of a given factor is relative to the situation in which it functions is noted in several articles. If this principle is applicable to teacher-competencies research, efforts in this area should be directed toward identifying those teacher abilities, traits and qualities which make for a high level of effectiveness for different purposes, persons and situations. After such identifications have been made it may be possible to find patterns of abilities, etc., which have high correlations with teaching success in a number of teaching situations."

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1. Encyclopedia of Educ. Research, p. 1454, 1950 Ed. (underlining by authors).

Barr's thesis concerning a valid approach to the problem of teacher competency, aspects of which are supported by workers in allied fields,[1] leads to an analysis of the major problem into three sub-problems:

a) What kinds of children's achievement are found in classes taught by different teachers? For what kind of children is such achievement shown?
b) What does the teacher do (teacher behavior patterns) which is related to the various kinds of achievement demonstrated by children in various kinds of teaching situations and environment?
c) What kinds of teacher experiences and personality factors are directly related to the kind and quality of teacher behavior and activity revealed in relation to children?

It is assumed in the analysis of the over-all problem that research directed toward the three questions above will result in clear-cut generalizations concerning the kinds of knowledge, skills and personality factors which teachers should possess if they are to be effective with children. It is the investigation of these questions which represent the major weakness of past educational research on teacher competency.

Most educational research on teacher competency, when children's achievement is taken as the criterion, has been based on two major assumptions: a) that most of the children in a given class and with a particular teacher react to instruction in the same way even though the extent of such reaction is also assumed to vary more or less continuously from child to child; b) that the competent teacher may be described by a fairly definite pattern of behaviors which are valid for most teaching situations. Accordingly, in such research the greater achievement of some children is "averaged" with a smaller achievement of others; achievements of different kinds for an individual child are seldom considered together; achievements of children with different antecedent achievements are lumped together; achievements of children of varying levels of physical health, social class and ethnic background are merged into composite scores. It must be pointed out however, in this connection that the separation of such variables as social class, cultural background and school morale is often difficult to realize. Account is seldom taken of the environment in which the teacher operates. Past educational research has placed the emphasis on whole class achievement, e.g., McCall's extensive research study in the State of North Carolina.

A basic assumption now proposed is that there are various patterns of teacher behavior which are related to various kinds of children's achievement and hence that there are various kinds of competencies. The behavior of one teacher may be such that she evokes greater achievement with children of poorer personal social adjustment and/or perhaps with children with limited interests. Another teacher may reveal behaviors making for greater achievement by children whose previous achievement has been high.

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[1] Lewin, Allport, Frank, Murphy, Sullivan and others.

A second basic idea is that in a particular class of children a given teacher's behavior will evoke one kind of achievement for a part of the class, another kind for a second part and for some children little effect of any kind. The number of clusters or subgroups of children with different kinds of achievement occurring will depend upon the teacher and the setting.

A basic but general hypothesis now proposed is that the achievement of a child depends upon his feelings, his intelligence and upon the behaviors of the teacher. Other factors such as his social class, his physical health are also likely to be contributory byt secondary. A deduction from this hypothesis is that in a particular class, the teacher's behavior will evoke a certain amount of achievement with children of a given set of feelings and intelligence, and a different amount of achievement for children with other kinds of feelings and level of intelligence.

Several specific hypotheses are, therefore, derivable from the general hypothesis:

1. Teachers whose behaviors stem from a general insecurity with children or a lack of interest in children as children, are more likely to direct their instruction to the class as a whole rather than to individual children. Therefore, assuming that learning is dependent upon intelligence, it may be hypothesized that the achievement of children taught by such teachers would be correlated less with intelligence than the achievement of children taught by the teacher who is more secure with children and who has a direct interest in them.

2. Children who are emotionally insecure are hypothesized to show greater achievement with the more rigid and controlling teachers than with teachers who are flexible and permissive, except when such flexible and permissive teachers are competent to and do take steps to deal intensively with emotionally insecure children.

3. Children whose pattern of feelings reveal trust in authority figures, low hostility but intellectual aspiration are hypothesized to show greater achievement than children with an opposite feeling pattern.

Our specific hypotheses may be formulated. The number and significance of such hypotheses will, of course, be largely determined by the availability of significant evidence regarding both the teachers and the children.

A pilot study involving the above concepts was conducted by the Office of Testing and Research of Brooklyn College in several Brooklyn schools during the years 1955-57. The results of this pilot study were sufficiently promising that an application was made to the U.S. Office of Education for a cooperative research grant which would provide resources to refine certain instruments and to obtain evidence on a broader scale. This application was approved and this report represents work done in the period February 1958 to February 1960.

PART ONE

DESIGN OF THE STUDY

Criterion Variables: The two dependent or criterion variables of the study are gain in children's achievement and increase in friendliness among children.

Affecting Variables: The principal affecting or independent variables of the study are assumed to be teacher personality, sex, behavior, and knowledge, and children's personality, sex, social class IQ, grade level and the social class-cultural and teacher morale level of an individual school.

One of the major design assumptions has been that certain of these affecting variables will turn out to have negligible effect or are such that they may be adjusted for without any serious affect on other variables. Otherwise, complicated and more difficult to interpret statistical procedures, e.g., factor analysis, would be necessary.

The procedure in analysis, therefore, has been to make exploratory analyses of the data and on this basis obtain information, regarding the more and less significant variables. Based on this information, other possible affecting variables are tentatively assumed to have negligible influence, but such assumptions are subsequently checked. The goal of such analysis is to eliminate or compensate for as many as possible of the affecting variables except those specifically associated with the teacher; that is, teacher personality, observed teacher behavior and teacher knowledge.

Selection of Grade Levels to Include in the Investigation: Two major criteria were employed in the decision to conduct the investigation at grade levels 4, 5 and 6. The first criterion was the maximization of the time children spend with a single teacher and the second criterion was to have the children sufficiently high in grade level that advantage could be taken of their reading ability and to be able to respond to objective type of achievement measuring devices.

PART TWO

KIND OF EVIDENCE TO BE OBTAINED

Two major kinds of evidence have, of course, been obtained; (a) evidence regarding the children taught by a group of teachers, (b) evidence regarding the teachers themselves. In the process it has also been necessary to obtain evidence relating to the devices employed to gather data concerning the children and their teachers.

Evidence Regarding the Children

Academic Achievement: The Stanford Elementary and Intermediate Achievement batteries were used to obtain evidence regarding the children's achievement gain during the major part of a school year. Both of these forms have sub-tests on reading, spelling, language and arithmetic. The intermediate form has additional sub-tests on science and social studies. The study skills sub-test, also a part of the intermediate battery was not deemed of sufficient significance and meaning for the study to warrant the time and effort involved in its use. Acting on the advice of teachers and the Bureau of Educational Research of the New York City Schools, separate answer sheets were not employed with these tests.

Two major considerations led to the selection of the Stanford Achievement battery; (a) reputation and general acceptance of the test, (b) the correspondence of the test with the educational aims of the school system. Forms K and J of these batteries were used as pre and post tests respectively. The Elementary form was used with fourth grade children and the Intermediate form with fifth and sixth grade children. Exceptions to this policy occurred in two low IQ fifth grade classes in which the Elementary form was employed.

All raw scores, sub-test and total, were converted into grade equivalent scores in order that the data would be as meaningful as possible. A check was also made, described later in this part of the report, on the comparability of the two forms, J and K.

Social Acceptance: The Ohio Social Acceptance Scale (see Appendix 1) was used to obtain evidence of the teacher effect on the promotion of friendliness among children. This device was employed because of its simplicity and because it had been found to be effective in the pilot study.

Children's Personality: A device called "Assessing Children's Feelings" developed by the Office of Testing and Research for use in the pilot study was used for the purpose of classifying children on a personality basis. This device which employs dramatic episodes as a stimulus is essentially projective in nature. Because this device is not widely known, detailed information regarding steps taken in its development, personality variables involved in it, reliability and validity is presented in Appendix 2. The Assessing Children's Feelings instrument as used in the investigation has led to the classification of approximately seventy percent of the children into four groups which are labeled, *conformers*, *opposers*, *waverers* and *strivers*.

Intelligence: The Otis group intelligence test, Form AS, was used half way through the school year. This test was chosen because of its general acceptance and because it is used routinely in the sixth grade of the New York City Schools, thereby enabling a small reduction in the testing time necessary.

Evidence Regarding the Teachers

Teacher Observation Scale: This device was developed by the Office of Testing and Research of Brooklyn College in collaboration with five members of the Department of Education who had the responsibility for observing the teachers. This device, described in detail in Appendix 3, was used to obtain evidence of the following general kinds: teacher characteristics, teacher role, psychological climate and children's behavior.

Teacher Knowledge: The Teacher Education Examination (TEEP) was employed to obtain evidence regarding the teachers' information. This device consists of two major parts: professional education knowledge and liberal arts knowledge. This test was selected in preference to the National Teacher Examination because its sampling and construction compares more directly with the teacher education program of Brooklyn College.

Teacher Personality: Teacher personality was assessed by the Manifold Interest Schedule, described in detail in Appendix 4. This device was developed over a period of five years prior to the present investigation. Two major kinds of interests are assessed by the Manifold Interest Schedule: academic interests and interests associated with personality. The specific kinds of interests in the profile resulting from the use of the device are listed below:

Academic Categories

Social Science
Physical Science
Biological Science
English
Foreign Language
Mathematics
Industrial Arts
Home Economics
Business
Fine Arts
Music
Sports
Reading
Manipulative

Non-Academic Categories

Human Relations

Authority
Opposite Sex
Leadership
Family
Same Sex
Identification with Others
Solitary

Fantasy Life

Magic
Mystery
Humor
Dramatics
Fantasy
Life-Death-Universe

Organization of Drives and Impulses

Preoccupation with Cleanliness
Self-Severity
Methodical
Acceptance of Impulses
Aggression

During the last four years the Manifold Interest Schedule has been administered to all incoming freshmen at Brooklyn College. As a result of such administration a number of studies have been made and the results of such studies are summarized in a Manual.[1] Other technical information regarding the device such as reliability, validity, etc. is also presented in the manual.

The feature of the Manifold Interest Schedule which makes it especially applicable in the present study is its use in classifying persons into one or another of six profile groups. The classification procedure employed is based on suggestions by Cronbach and Gleser.[2] The six standard profiles into which a majority of persons may be classified, approximately 75 percent are called:

Standard Profile A —— Turbulent person
Standard Profile B —— Self-controlling person
Standard Profile C —— Fearful person
Standard Profile D —— Intellectualization of feelings person
Standard Profile E —— Feeling person
Standard Profile F —— Self-confident and self-assertive person.

Detailed descriptions of these six profiles are also presented in Part Four of this report.

Role Playing Performance: Role playing response was one additional kind of evidence obtained from the teachers. The device for obtaining such information employs a standard set of questions or statements following a dramatic episode which gives the nature of the hypothetical child who asks the questions or makes the statements. In use, the respondents first hear the dramatic episode which portrays a fourth grade child interacting with his teacher. The respondents are then instructed that the child will ask questions or make statements that the respondents will have an opportunity to respond to the questions or statements. The statements of the respondents are taped for detailed analysis. The equipment of the Modern Language Department of Brooklyn College, twenty tape recorders in separate booths, made it possible to record the responses of a number of teachers simultaneously.

The teachers role playing responses were analyzed and classified on the basis of three criteria: security giving, content, goal directing. These three criteria, defined operationally by illustrative examples, had evolved from a prior use of the instrument with senior teachers education students.

Evidence Regarding the Devices Employed

Comparability of the K and J forms of the Stanford Achievement Battery; The possibility of a lack of equivalence of the two forms of the Stanford Achievement Battery was brought to the attention of the principal investigation by Prof. Wiener of the Education Department of Brooklyn College who has been studying the comparability of separate forms of various tests. A separate study was designed and conducted, involving children other than those in the major study, to determine any modifications in total and subtests grade equivalent necessary to make the forms equivalent. This study involved approximately 100 children for the elementary battery and two groups of children for the intermediate battery in order to reduce the testing time necessary because of the length of the intermediate battery. In the administration of the sub-tests alternate children first answered alternate forms of the test concurrently and subsequently the same children alternately answered the other form of the sub-test. This procedure was deemed necessary in order to avoid a possible practice effect which could result if one form of the test were first used with all children followed by the second form. The results of this study are presented in Table 1.

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[1] A Manual on the Manifold Interest Schedule. Louis M. Heil, George E. Sheviakov and Solomon Stone. Copyright 1959.

[2] L. Cronbach and Gleser. Assessing Profile Similarity, Psych. Bulletin 50, 1953.

Table 1.

Comparability of Forms K and J of the Stanford Battery

Elementary Battery (n=101)

Grade Equivalent Means

	Form K	Form J	Deviation (J-K)	r	t (J-K)
Average Reading	4.53	4.74	.21*	.886	3.65
Spelling	5.23	5.07	-.16*	.893	3.07
Language	5.03	4.99	-.04	.745	--
Average Arithmetic	3.94	4.06	.12	.834	.99
Total	4.78	4.70	.08**	.919	2.10

Intermediate Battery

	Form K	Form J	Deviation(J-K)	r	t (J-K)
Average Reading (n56)	6.25	6.41	.16	.921	.13
Spelling (n57)	6.54	6.52	-.02	.870	—
Language (56)	5.75	5.62	-.13	.786	.84
Average Arithmetic (n32)	6.12	6.05	-.07	.890	1.40
Social Studies (n86)	6.31	6.51	.20*	.872	2.21
Science (n86)	6.20	5.76	-.46*	.882	3.40
Total (obtained from sub-test means)	6.21	6.14	.07	---	---

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*The data of Table 1 reveal that for certain sub-tests in the elementary battery (reading, spelling and total) and the intermediate battery (social studies and science) the lack of equivalence is sufficiently great to warrant adjustments in the scores. Accordingly such adjustments were made.

Reliability of Raw Gains and the Intercorrelation of Sub-test Scores

A study of the reliability of total battery raw gains (and the reliability of subtest raw gains) and the intercorrelation of subtest scores was conducted in order to obtain an estimate of the validity of going into sub-test analysis. The raw gain reliability analysis was conducted by rescoring the sub-tests for a selected sample of cases on an odd-even basis and then correlating the two "half" raw gains. The "half" raw gain correlations for the various sub-tests and the total were then extrapolated into a reliability estimate by the Spearman-Brown formula. The results of this analysis are presented in Table 2.

Table 2

Reliability of Raw Achievement Gains and Intercorrelations between Raw Gains on the Various Sub-tests

Intermediate Form

	Reading	Spelling	Language	Arithmetic	Science	Soc. Studies
Reading	.756	.216	.182	.103	.100	.093
Spelling		.520	.282	-.152	-.081	-.005
Language			.591	-.223	.076	.149
Arithmetic				.608	.119	.260
Science					.522	.396
Social Studies						.375

Reliability of Total Battery Gain = .730

Elementary Form

	Reading	Spelling	Language	Arithmetic
Reading	.524	.154	.110	.109
Spelling		.494	.121	.017
Language			.124	.208
Arithmetic				.452

Reliability of total battery gain = .658

The evidence presented in Table 2 indicates that generally the magnitude of the subtest intercorrelations, on both the elementary and intermediate forms of the achievement battery, in comparison with the reliability of such gains warrants an analysis of subtest scores.

PART THREE

PROCEDURE

Selection of Schools: The selection of schools to be involved in the investigation was determined mainly by the criterion of representativeness. In this connection, it was originally contemplated that such schools would sample the metropolitan area. During consultation with the two consultants for the investigation, Dr. Louis Raths of New York University, and Dr. J. Wayne Wrightstone, Director, Bureau of Educational Research, N.Y.C., it was decided, however, mainly on the basis of convenience, that the Brooklyn borough was representative of the metropolitan area to such an extent that the sampling of schools could safely be made within the borough of Brooklyn.

The second major criterion for the selection of schools was to have the children represent the various socio-economic levels. Accordingly, it was decided that the study would center on nine Brooklyn schools with six classes in each school, two 4th grade, two 5th grade and two 6th grade classes. It was also decided that the nine schools would sample the socio-economic level on the basis of three schools at low socio-economic level, three in the middle level and three of the upper socio-economic level.

Contacts were then made with the three Associate Superintendents of districts representing these three socio-economic levels, and through discussions with the Associate Superintendents, three specific schools were identified in each level.

The principals of each of the nine schools were then contacted and the purpose of the study was discussed.

Selection of Teachers (Classes): In order to obtain as much variation as possible among the teachers to be included in the study, the principal of each of the nine schools was asked to select two teachers on each grade level, one who, in his opinion, was likely to show fairly high effectiveness with children, and one fairly low.

Having identified the specific teachers on each grade level, conferences were then held with the teachers explaining the general purpose of the study. In these conferences, it was felt necessary, however, not to emphasize the central role of the teacher in the investigation. Thus, in the first conference with the teachers, the teachers were not informed that they would be asked to participate in taking the examination and filling out other questionnaires which would provide evidence regarding themselves. This caution was felt necessary in order that the teachers would feel as little threat as possible and hence would cooperate in connection with the various kinds of activities necessary in the gathering of the data.

There were fifty-five teachers so identified at the beginning of the study, with one extra teacher in one school because of the interest of the principal. Three of the teachers were lost during the year because of armed service requirements and because of changes in personal plans by the teachers. No attempt was made in the selection of the teachers to have teacher sex necessarily represented in the total population of teachers. Of the teachers so identified by the principals, twenty were male and thirty-five were female.

Obtaining Evidence Regarding the Children: The Stanford Achievement battery and the Ohio Social Acceptance Scale were administered to the children over a two-week period during the latter part of October 1958, and as post-tests during the early part of June 1959. The testing schedule was developed in such a way that there was no appreciable difference among classes in the time interval between the pre-testing and the post-testing. The time interval, therefore, represents 7½ months or .75 years.

The Otis Intelligence Test was administered to all 4th and 5th grade classes during the latter part of March 1959. At approximately this same time, all 6th grade classes in the city are tested routinely with the test and, therefore, test scores were available for all 6th grade children without testing.

The instrument, "Assessing Children's Feelings" to obtain evidence regarding children's personality was administered during the latter part of March 1959 and the early part of April 1959 in all schools, approximately two-thirds of the year after the children had been with their teacher.

All of the devices used to obtain evidence from the children were administered by graduate students or upper level undergraduate students specifically trained to administer these particular devices. This step was deemed necessary in order that there be a common administration and in order that none of the teachers would feel burdened through extra work.

Obtaining Evidence Regarding the Teachers: The Teacher Observation Scale was used by the five members of the department of Education responsible for observing the teachers. A preliminary trial was made on several teachers other than those involved in the study in order to maximize the reliability of the observation evidence. In this trial, the five observers were organized in teams of two or three and observed concurrently a given teacher, but made their ratings independently. Subsequent discussion of differences in ratings occurred until the agreement reached a correlation of .85.

Following the trial runs, using the Teacher Observation Scale, the fifty-five teachers were divided among the five observers, and the observers then made their own arrangements for observation and completed from six to eight hours of observation during the year as an individual teacher. No attempt was made to cross validate the observer reports for any given teacher in the study by having more than one observer involved.

Early in May 1959, all of the teachers were invited to attend a four-hour testing period at Brooklyn College in order to take the Teacher Education Examination, the Manifold Interest Schedule and to participate in the role-playing. Incidentally all of the teachers were compensated for the time they spent in this activity. Because of the importance of the Manifold Interest Schedule in making a basic personality classification of the teachers, an effort was made to obtain such evidence from those teachers who did not respond to the testing invitation. Five additional teachers responded thereby providing teacher personality evidence for forty-nine teachers.

Processing the evidence: The Stanford Achievement Test and the Otis Intelligence Test were all hand scored by student assistants in the Office of Testing and Research, Brooklyn College. The Ohio Social Acceptance Scale results were key punched and processed with the IBM 101 electronic statistical machine. The "Assessing Children's Feelings Test" results were scored, category by category (25 categories) on the IBM scoring machine and these results were subsequently key punched, and the specific analysis resulting in a determination of the personality classification was accomplished through a special program developed for the IBM 650 computer.

All results were then entered on individual children's tabulation sheets and subsequently key punched for analysis by means of the IBM 101 electronic statistical machine. In this process it was found convenient to include a step involving entering of the scores of the achievement gain, intelligence level and friendliness values as well as the cross products of these variables, directly into a card for covariance analysis in which an adjustment for the intelligence level could easily be made.

PART FOUR

CHILDREN AND TEACHERS PERSONALITY CLUSTERS

In the presentation of findings from the investigation which follow in the next section of the report, repeated references are made to teachers and children of different personalities. The purpose of this section of the report, therefore, is to present such personality descriptions in detail in order that the findings which follow will haveas much meaning as possible.

Different Teacher Personality Types: It has been indicated in an earlier section that the Manifold Interest Schedule was the instrument used to assess teacher personality, and to make personality classifications of the teachers. A review of the general structure of this instrument and the processing of results obtained by its use is presented in Appendix 4. In general, it has been found possible by similarity of profile analysis to make classifications of most persons into one or another of six clusters or standard profile groups. These six clusters are called, the turbulent person (standard profile A), the self-controlling person (standard profile B), the fearful person (standard profile C), the intellectualising of feelings person (standard profile D), the feeling person (standard profile E) and the self-confident and self-assertive person (standard profile F). Detailed descriptions of the first three of these clusters are presented in the following pages.*

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* These descriptions have been taken directly from A Manual on the Manifold Interest Schedule.

Standard Profile A

Description and Interpretation

The central characteristic of profile A appears to be one of turbulence both in feelings and thought. For the A profile person aggressive and sexual impulses appear to be close to the surface. Such impulses for this person are likely to be expressed mainly in fantasy and verbal aggression although they may also be expressed in action as well. Profile A is highest of the six profiles in preference for Opposite Sex, Aggression and Acceptance of Impulses. Turbulence is also inferred from a very low preference for Methodical Preoccupation with Cleanliness and Self-Severity items.

Evidence for turbulence which reflects variation in strength of feeling is found by comparing the level of "like" and "dislike" response to individual items made by profile A persons with the level of such response by persons falling in other profile groups. Specifically, note has been taken of the number of items in the Non-Academic categories for which the A profile persons stand highest or lowest in preference for the item in comparison with the other standard profile groups. This comparison reveals that the number of such items for A profile persons ranges from fifty to seventy percent higher than that for other profile groups. It appears, therefore, that an aspect of profile A's turbulence is the characteristic of high likes and dislikes, sharp distinctions in preference for many of the items listed in the Non-Academic Schedule.

The central characteristic of turbulence for the A profile person is also likely to be noted in interpersonal relations. The A profile person would not appear to have any great need to be accepted by others, to identify with others or to show any leadership ambitions (low Leadership and Identification with Others is observed). It would appear that the major interest of the A profile person in thinking, imagining and conjecturing would probably not be conducive to developing warm and empathetic relations with others because of the time and energy demanded in such relations. He is, therefore, likely to appear to others as turbulent because his reactions to them are likely to be blunt, spontaneous and varying in kind. In this connection, the turbulence of profile A is also likely to be recognised by others as "tension" rather than anxiety and that A profile women are likely to reveal more tension because of mores regarding women who allow aggressive and sexual impulses to come to the surface either in thought or action. Because they are relatively insensitive to others, it is also unlikely that either man or woman of profile A would have any appreciable guilt feelings as a consequence of their blunt and uninhibited behavior toward others. Underlying turbulence in thought for profile A is inferred from the profile of drives and impulses together with high fantasy activity. Thus such turbulence in thought is inferred from the high preference for many of the activities listed in the several categories under Fantasy Life together with the high preference for activities which imply that impulses are close to the surface. It is significant to note that the A profile shows the highest preference of all six standard profiles for Magic. On the surface, such a preference suggests a dependence upon luck or some other mystical form for help in meeting problems. But this interpretation does not seem plausible for profile A in view of the high preference for many of the thinking, imagining and conjecturing items in the Mystery, Life-Death-Universe and Fantasy categories. It may be that magical thinking for this kind of person when linked with his turbulence of feelings results in uninhibited and unconventional thinking. It is possible, therefore, that the A profile person may have a great deal of creativity, particularly when the ability to do abstract thinking is also present.

Profile A's underlying turbulence appears to result in certain differences in the nature of his interaction with others. The profile A person appears to prefer association with his peers rather than with his family, particularly peers of the opposite sex. This fact together with profile A's apparent security in the fantasy and conjecture sphere makes it appear likely that a relatively high level of psychosexual development exists and that he enjoys relations with the opposite sex more than with the same sex of his family.

The interaction of the A profile person with members of his family is likely to be marked by withdrawal. It is noted in this connection that his five low Family preferences (he has no high Family preferences) involve talking with the family about different things and going out to eat with the family.

In his relations with peers of the same sex it appears likely that the A profile person is likely to be verbally aggressive because of his high preference for Humor and Aggression. Such verbal aggression which probably takes the form of quipe, digs and sarcasm together with his fantasying and conjecturing probably represents a major outlet for aggressive impulses. Again it should be noted that aggressiveness for A profile person does not appear to stem from or take the form of leadership and self-aggrandizement needs.

It would also appear that the interaction of profile A with authority figures is likely to involve frequent clashes. This inference results from profile A's preference to be independent of direction by authority figures together with his need to do uninhibited and unconventional thinking.

Implications of Profile A

The A profile person will probably be an irritation to many teachers. He will probably often challenge teachers and he will appear to be unmethodical. The turbulence of the A provile person is such that he will probably find many things to do other than routine school work, particularly when the subject is not of interest to him. He is likely to be characterized by teachers as having more potentiality than he uses. He is also likely to appear "sloppy" in his school work habits; for example, he is not likely to rewrite a theme for neatness and he is also not likely to follow a regular pattern of study.

Academic motivation for the A profile person will probably be found in those fields which deal with the non-personal. The stronger interests will probably be found in the sciences and mathematics. Those vocational areas which would apprear to be most consistent with profile A's underlying turbulence would probably involve activity where ferment and dealing with ideas, particularly activity where uninhibited and uhventional approaches are necessary. The profile A person would probably be uncomfortable in work which is routine and systematic.

Standard Profile B

Description and Interpretation

The central characteristic of the B profile person appears to be self-control and the need to have things run smoothly. The B profile person reveals a high preference for Methodical, Self-Severity and Preoccupation with Cleanliness and a low preference for Accepting Impulses and Aggression. It appears that B profile persons repress aggressive and sexual impulses. Such repression is also revealed by a low preference for Humor as a form of verbal aggression, and a relatively low preference for Opposite Sex.

The B profile person appears to feel most secure when things run smoothly. He is likely to exercise effort, including his own self-control, to make things run smoothly. The B profile person is, therefore, likely to be apprehensive regarding his behavior in a future event - he wants no "explosions" of any kind. In this connection, the B profile reveals a high preference for "reading how people feel when they are in love" (also a tendency to intellectualize love), "getting my parents' opinion about how to act in a certain situation", "keeping my thoughts and feelings to myself", "trying to find out why people do queer things". The need to have things run smoothly and to avoid and not think about explosive situations is further revealed by a low preference for "tuning in on radio or TV to a hot argument or debate", "being around people who forget themselves and talk freely", "imagining what things would be like if a super H bomb were dropped", "seeing real war movies" and "sticking by the truth no matter whom it hurts".

It also appears that profile B represents a person with relatively high ambition, mainly because of his relatively high preference for leadership. In this connection, however, it appears that profile B's ambition centers more on management and manipulation than upon creativity. Thus, it is noted that profile B shows a high preference for all Leadership items except four, "practising public speaking or debating", "speaking at assemblies or class meetings", "taking positions of leadership in a club", "organizing a club among my friends or neighbors". It thus appears that although profile B represents a person with ambition, he is not comfortable being boldly in the "limelight", but prefers to further his ambition by "behind the scenes" and "setting the stage" activity.

The B profile person would appear to spend a considerable amount of energy in keeping his impulses under control. His relatively high ambition together with his need to have things run smoothly is likely to cause him to dissipate energy in being apprehensive, many times probably about things which never happen. The profile B person is likely to be a planner deluxe. But he will also be disturbed when his plans go awry and he is likely to reveal some regidity in making "on-the-spot" changes in his plans.

The B profile person, on the surface, would appear to like to be with people, although in this connection, he appears to be most comfortable with peers of the same sex and members of his immediate family, and somewhat less comfortable with peers of the opposite sex.

The B profile person would appear to get to know himself by the way people react to him rather than through introspect because of his repression of his feelings. Thus, it is likely that when people react favorably to him, he will be happy. If people are critical of him, the B profile person is likely to become annoyed with himself and probably react to himself by "I don't know what to feel". The B profile person, therefore, is likely to be very sensitive to the feelings of others but he is not to any great extent in touch with his own feelings because he is constantly repressing them.

The B profile person is also likely to employ ingratiation as a technique of influencing others. It is noted, for example, that profile B reveals a high preference for "explaining my innermost feelings to my closest friend", "seeing to it that a committee works well", "thinking up activities for a group of my friends", "getting together people who are interested in the same hobby", and "going shopping with a friend".

The B profile person would also appear to be submissive in relation to authority figures. Because of his need for self-control and to have things run smoothly, he is likely to show acquiescence and approval toward his immediate superiors. On the other hand, he will also behave in an authoritarian manner toward those persons who in any way are subordinate to him. In this connection also, the B profile person is likely to react to others in terms of "good" and "bad" because of the likelihood of a fairly severe conscience, which is inferred from his high preference for Self-Severity and low preference for Acceptance of Impulses.

Implications of Profile B

The B profile person will probably be liked by many teachers because of his methodical and planning nature. Furthermore, he is likely to be submissive to teachers. The B profile person is most likely to participate in class activity and discussion involving ideas which he has had a chance to think through and digest. He is likely to withdraw when such discussion becomes impromptu, "on-the-spot" and heated.

The greatest academic achievement of the B profile person will probably be the acquisition of detailed information. He will have difficulty making his own integration of such information and applying such integrated information to new situations. Also, in spite of his apparently high preference for "having a good argument with one of my teachers" and "having my own free choice on what and how to study", the B profile person will probably react to teachers either directly or indirectly by "tell me what you want and I'll do it".

The B profile person will probably reveal a preference for academic subjects which he has found in high school to involve methodical and routine activity. His academic record will generally be "in-between", particularly in his early college work. His achievement in more advanced college work will probably be even more characterized by "plugging" rather than "brilliance".

The B profile person would appear vocationally to be best fitted for "second in command" activity. It would appear that he can be relied upon to carry through work and to assume responsibility to execute ideas which have been formulated by others.

Standard Profile C

Description and Interpretation

The central characteristic of the C profile appears to be one of fearfulness. The C profile person tends to reveal fearfulness regarding the environment including a fear of contamination, a fear of being alone and a fear of sexual impulses. It appears in this connection that the C profile person either does not or cannot repress feelings and impulses like the B profile person does. It appears that with the C profile persons feelings do come through and such feelings result in a kind of over-all fearfulness.

The perception of the environment as dangerous for profile C is inferred from a low preference for Mystery, Fantasy and Life-Death-Universe. It is noted, for example, that the C profile person shows a low preference for "thinking about things that science can't explain", "for hearing accidentally other peoples' conversation", "tuning in on police car radio conversations", "talking to friends about what life and death means","wonder-how people close to me were to feel if I should die", "seeing real war movies", etc. It thus appears that the C profile person has a fear of the environment and that he is likely to shield himself from thinking about the environment. The perception of the environment as dangerous for the C profile person also appears to take a specific form of fear of contamination. Thus it is noted that profile C reveals a high preference for ten of the fourteen Preoccupation with Cleanliness items, for example, "washing my hands frequently during the day", "wearing clean clothes when working and being careful rather than wearing dirty clothes", "taking a shower more than once a day", "keeping the sink spotlessly clean", etc. The level of preference for such activities suggests that profile C probably has hypochondriacal tendencies.

A fear of sexual impulses by the C profile person is inferred from a preference of Same Sex over Opposite Sex activities. It is alsonoted that the difference in the number of Same Sex-Opposite Sex preferences for specific items in favor of Same Sex is greater for profile C than for any of the other six standard profiles. It would appear, therefore, that a fear of sexual impulses for the profile C person results in a withdrawal from the opposite sex in favor of the same sex, and that profile C has a relatively low level of heterosexual development.

A fear of being alone for profile C is inferred from a low preference for a relatively large number of solitary items. Thus C reveals a low preference for "taking a walk or stroll alone", "being by myself", "spending an evening by myself at home", etc. Such low preferences together with a low preference for Fantasy and Life-Death-Universe suggests that the C profile person is afraid of thoughts which come to the surface when he is alone and that he tends to associate with people not so much because he likes them, but by the force of fear of being alone.

The underlying characteristic of fearfulness for profile C is also apparently associated with other results in feelings of dependence and helplessness. Such dependence is inferred from the relatively high preference for Family, Magic and Self-Severity. It is thus noted that profile C reveals a high preference for such family items as "talking with my family about what I have been doing", "hearing my family tell about what they have been doing", "listening to radio or watching TV with my family". It is also noted that the C profile person reveals a high preference for such Magic items as "wishing for something when I see a falling star", "possessing a good luck token", praying for a wish to come true", etc. The C profile person also shows a high preference for "working on my will-power to strengthen it", "making resolutions at New Years or other times to break bad habits". It appears likely, therefore, that the C profile person tends to look to magic or some other mystical form and also to "formulas" for help with his problems and desires. It also appears likely that the C profile person often retreats to the security of his family and home because of his fears.

The C profile person also appears to reveal constriction in thinking in the face of uncertainty. Thus profile C reveals a high preference for "sticking by the truth no matter whom it hurts", "being with people who do what they say they'll do no matter what", and "having people feel definite about me no matter what". Also, constriction in thinking for the profile C person appears to be related to a severe conscience. Thus it is noted that the C profile reveals a high preference for "pushing myself to do a little more than I can comfortably do as a matter of principle", "sticking by the truth no matter whom it hurts", and a low preference for many of the Mystery items, particularly those involving secrets of others - for example, "trying to find out what makes people do queer things", "overhearing accidentally other peoples' conversation", "learning about the secrets of secret societies, clubs and lodges", and "discovering the secrets of ancient civilizations". It would appear, therefore, that the conscience of the C profile person is consistently saying, "you should not pry into secrets - they belong to someone else. It is not nice to pry or probe".

In his relations with others, it is likely that the C profile person would appear to be consistently protecting himself. Thus it is likely that he will often be asking about rules to go by and he will be irritated when others break rules. He will probably feel that the perfect world would be one where there are rules for everything and where everyone lives by such rules. In his relations with others, it is also likely that he will be cautious about committing himself. He is likely to go along with suggestions of his male peers not so much because of a need to be accepted by them, but because he has a fear of being discovered, of revealing his "secrets", and also a fear of being wrong.

Implications of Profile C

The underlying fearfulness of the profile C person and his constriction probably result in a relatively high level of immobilization with regard to the pursuit of thinking and academic work. Further, such immobility is likely to be compounded by the presence of his severe conscience. Thus, while sometimes he is likely to move in the direction of depending upon his classmates for help in school work, his conscience is telling him that such dependence is immoral. Guilt feelings are likely to ensue, therefore, when he does depend upon his classmates as he will, particularly when a relatively low level of intelligence exists.

Vocationally, it would appear that the C profile person would be most comfortable in work which is quite tightly prescribed by specific rules and procedures. Also, it would appear that he would be most comfortable in engaging in such work when it involved processes and things rather than people.

The norming data used for classifying college studdnts was employed for classifying the teachers in this study because of the absence of detailed norming data for persons older than college students. On the basis of such norming data the following distribution of teachers involved in the present study in the six personality classifications was obtained:

	Teachers Falling in the Six Standard Profiles
Standard profile A (turbulent)	7
Standard profile B (self-controlling)	13
Standard profile C (fearful)	15
Standard profile D (intellectualization of feelings)	3
Standard profile E (feeling)	3
Standard profile F (self-confident self-assertive)	4
Unclassified	4

Because the majority of the teachers were found to fall in the A, B and C classifications, it was decided to reevaluate those teachers who fell in the D, E, F and unclassified classifications. The reason for this reevaluation was to avoid a detailed splintering of the evidence. The reevaluation was conducted by determining which one of the A, B or C profile groups the teacher fell closestto even though he had been originally classified into a group other than A, B or C. The result of this procedure was the formation of three groups of teachers with the following distribution:

		men	women
Standard profile A (turbulent)	12	4	8
Standard profile B (self-controlling)	15	4	11
Standard profile C (fearful)	23	3	19

The three kinds of teachers (turbulent, self-controlling and fearful) on a personality basis appear to be generally consistent with findings by Stern et al[1] regarding unconscious motivations for teaching. Stern and his collaborators find that prospective teachers appear to fall into fairly well defined clusters which are described as:

(a) teacher centered — practical, dominant, orderly and dependent.
(b) children centered — exhibitionistic, nurturant, pre-adult fixated and non-directive.
(c) status striving, critical and exhibitionistic

The B teacher (self-controlling) identified in the present study this appears to be much the same kind of person as Stern's teacher-centered person; that is, practical, dominant (running the class with a firm hand), orderly (having the pupils do over papers that are not neat), and dependent (having a principal who takes a close interest in the things I do). The A (turbulent) teacher of the present study appears to be consistent with Stern's cluster of critical (speaking up for some objective and politically independent appointment of principals and educational supervisors), status striving (being selected to represent the teaching profession of a committee) and exhibitionistic (being appreciated by children for my sense of humor). This cluster does not appear, however, to fit the A teacher of this study quite as well as Stern's teacher centered cluster fits the B teacher of this study. Several important characteristics of the A (turbulent) teacher of this study, but not included in Stern's critical-status-striving-exhibitionistic cluster are variability and impulsivity. It should be noted that criticalness for the A teacher takes the form or outspoken and objective evaluation, not a nagging carping attitude. A similar approximate fit appears to exist between the C (fearful) teacher of this study and Stern's third cluster; Exhibitionistic (being appreciated by children for my sense of humor), nurturant (having a child confide in one as a parent), Pre-adult fixated (being invited by the children to joing in their games) and Non-directive (inviting pupils to question my decisions and express their own opinions). However, an important modifying factor for the C (fearful) teacher of this study is the pervasiveness of fear and a free-floating anxiety resulting from such fear.

Different Kinds of Children: The instrument "Assessing Children's Feelings" employed to classify children into several personality groupings is described in detail in Appendix 2 . The children's responses to this instrument were processed in a manner similar to teachers responses to the Manifold Interest Schedule, namely, to develop individual children's profiles and then to evolve groupings of children on the basis of similarity in profile. Detailed descriptions of the several clusters of children so identified are presented in the following pages.

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[1] Two Scales for the Assessment of Unconscious Motivations for Teaching, George G. Stern, Joseph Masling, Barnett Denton, John Henderson, and Rachel Levin, Ed. and Psych. Measurement 20 9, 1960.

The classification of the children tested with the "Assessing Children's Feelings" instrument resulted in the following distribution:*

		Percent of Total	Percent of Those Classified
Group A (conformers)	203	26.3	35.0
Group B (opposers)	109	22.0	29.1
Group C (waverers)	75	9.8	12.9
Group E (strivers)	133	17.3	22.9
Unclassified	189	24.6	
	769		

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*Children for whom complete test data are available - pre-post achievement, pre-post Ohio Social Acceptance, Otis Intelligence, Assessing Children's Feelings and teacher Manifold Interest Schedule results.

THE CONFORMERS

Group A

The various personality features of this group seem to stem from a central core, a matrix of feeling and behavior based on the introjection of the standards of the adult world. Incorporation of prevailing rules and regulations appear to serve as a center of equilibrium. Knowledge of and acceptance of limits and boundaries seems to keep anxiety concerning behavioral attitudes and standards in various areas of living at a minimal level and serves as a secure milieu from which to function.

Attitudes towards authority figures are fairly clear-cut. There is a strong rejection by this group of any statements which would portray adults in a threatening or rejecting light. This rejection is so strong as to suggest a denial factor at work. The implication is that, for whatever reason, adults must be seen as non-threatening, accepting people. Their professed picture of adults is as rational, impartial and permissive within well-demarcated boundaries.

Authorities are seen as exercising much control and inposing strict limits, as indicated by the high choice of such answers as "if Jane has been causing trouble in class, Mrs. Brown will check every night with Jane and with the teacher also," and "the teacher thought everything would be okay as long as Marsha followed the rule she set up for the class." They do not, however, seem to feel unusually burdened or coerced by adult control, which is implied by the low choice of items like, "the teacher made them rehearse too much." They seem, moreover, to feel that one tends to be better off if one does as authority figures dictate, i.e., high choices of items like: "They feel they should have done everything the way the teacher wanted it," and "The counselor will make sure that she does just what the head counselor wants."

On the other hand, the hint is that there are feelings, fears, and doubts that this group does not feel free to discuss openly with adults, e.g., "Jerry wished he could tell his parents and not have to keep a lot of things about how he feels to himself." Some need for such an outlet seems possible. The question arises as to whether the areas of impulse and non-conformist ideas and tendencies represent scources of conflict. It appears that this group relegates "off-beat" deals to the unspoken. This is taboo. They seem to stick to taking up with adults just what is "peaches and cream."

The feeling of strong control exercised by adults is backed up by the attitude that authority figures "know" what to do. They are not ineffectual, they keep children "in line", they handle problems they are aware of. This inference is supported by low choice of all items indicating ineffectuality on the part of adults, for example, "When it was over, Johnny realized that his parents hadn't known what to do."

Generally, children in this group anticipate being liked rather than disliked as indicated by the high choice of answers like, "Marsha thought the teacher liked her." Moreover, they reject any implications of angry reactions to their misdemeanors or of punitive reprisal. This is so strong as to suggest an active repressive force at work.

The implication throughout is that adults are primarily a source of safety whose love, acceptance and rational rule are predicated upon obedience to certain set standards. One "toes the line" and steers away from non-conforming ideas, feelings and behavior.

It follows from this matrix that children in this group attempt to keep a tight rein on impulse expression. They also tend to remove the emotional tone from all situations where this is at all possible. They gravitate toward neutrality, objectivity and a rational view of what is occurring.

Nowhere is this control seen more vividly than in the manner in which they contain their hostility. (All items scored for projected or provoked hostility were very low choices for this group.) Even where, objectively, the situation is one to provoke anger and retaliation, they alter the viewpoint so as to bypass the provocation or rationalize it, e.g., "if Carole didn't get the part she wanted, she would realize that she couldn't get a part every time"; "if the parents were arguing they would decide to talk it over sensibly"; and, "the counselor will be careful not to do anything to hurt the head counselor's feelings." This appears true for relationships both with adults and with peers. It should be noted that even fantasy retaliation or rebellion against authority is strongly rejected, e.g., very low choice of items like, "Jerry dreamed the school caught fire and the teacher got hurt"; "the counselor secretly wishes she could get rid of the head counselor."

Further, little propensity is indicated on the part of this group to blame others when thigs go wrong. Neither does the group tend to sense the environment as hostile or threatening, nor do they see people generally as being "against" them. Children in this group do not seem to displace anger in any sort of primitive, infantile way.

Closely interwoven with emphasis on control by children in this group is their concern with effectual behavior and mature approach to problems. Active incorporation of adult standards makes the submissive component seem very strong, e.g., ("the children felt that they should have done everything the way the teacher wanted it done,") Nevertheless, they appear to have an adequate sense of self-esteem. This includes feelings that they are smart enough to get along, that they are capable of handling new, strange, and possibly frightening situations and that they can hold the center of the stage comfortably as shown by high choice of such items as "Marsha hoped she would get a chance to prove what she could do," and low choices of responses such as "if something was there, Johnny would be too frightened to do anything."

They attempt to mobilize their resources so that they can continue integrative activity even in the face of punitive threat from the environment. They seem to maintain smooth and effective functioning with peers and adults alike and may even strive to achieve a certain ease and nonchalance in situations which would be threatening to those either more timid or less adequate, e.g., "Marsha hoped she would be settled in the classroom and get on with her work."

Generally speaking, children of this group are prone to take the responsibility for their own actions. They may, in fact, even go beyond this into feeling that they are "guilty" for what happens in settings where, objectively, this is not the case, e.g., "Harriet knew it was her fault that the others got caught."; "If the parents were talking about Mary, Steve felt they should be angry with him too, because why should Mary get the blame." Implied herein is the probability that it takes little to arouse guilt feelings in this group. In conjunction with a strong repression of hostility, this may lead to their being over-pleasant, over-solicitious, and over-forgiving even in situations where anger or, merely, annoyance might seem the more appropriate response, e.g., "When the teacher yelled at him, Jerry thought that it was really all his fault." Hostility would come out only in very devious, well-concealed routes. It seems, also, that this group extends their avowed objectivity, rationality and emotional control to sibling relationships where the emphasis is strongly on "fair play."

With adults, the expectation is that children of this group would go out of their way to propitiate those who were reacting negatively to them, e.g., "If Susan were scolded about her schoolwork, she would think that the teacher is really so nice that Susan will just go out of her way to do what the teacher wants." This inference is consistent with their desire to please authority figures. The motivation to manipulate adults seems to be lacking and they, moreover, seem to have no use for the more obvious self-seeking type of ingratiating behavior.

It should be noted, however, that relationships with adults are not always as smooth as this group avows them to be. Outlets for less mature behavior do not seem adequate and there is a strong suggestion that there are times when this group would like to feel that the adults are available and willing to serve as this leaning post, as indicated by the high choice of items like: "Jerry wishes he was able to tell his parents and not have to keep a lot of things about how he feels to himself." Despite this, these children move away from an infantile reliance on adults, and they do not wish adults to take over for them. They appear to refrain from babyish expressions of fear or irritation, (i.e. crying) as indicated by the consistently low choice of all answers scored regression. The group does not seem to regress to more infantile behavior under stress, nor to attempt to leave the field when the going gets rough. They strive very strongly to overcome obstacles and to stick with even threatening situations.

Somatic concern appears minimal with children of this group, and they appear to eschew using physical complaints as a socially acceptable white lie and as an excuse for not meeting standards. (Low choice is noted for items like: "Jerry thinks he makes so many mistakes because he doesn't feel well," and "Jane wished she would get sick and then the teacher would feel sorry for her.")

Indulgence in fantasy in general seems minimal. This may be due to the fear that fantasy may either embroil them with emotional reactions or be too obviously contrary to the "duty" aspects of reality.

This group does not deny their feelings, particularly in settings which might lead to a clash with authority figures. They tend to avoid dysphorically-toned situations but it appears that when threat arises, they still look to how they can adapt to the situation, e.g., "Jerry wished he could control himself more," There does not seem to be much concern about school achievement in this group. These children may get along well enough so that concern is not necessary. On the other hand, they may feel too pressured by authority figures to be anxious about their school work. There is some indication, however, that the main reason why they would focus on achievement would be for parental approval rather than on an exhibitionistic or competetive basis, e.g., "Jane's work has been so good that the teacher wants her mother to know how smart she is."

Generally, children in this group seem to react strongly against occupying the center of the stage strictly for exhibitionistic purposes. Being loathe to "show-off" reaches a high point in situations where the possibility exists of one's being a braggart. In addition, there is evidence for a strong feeling that they do not attempt to increase their intellectual prestige by lording it over their peers or by openly comparing themselves with those who are either less bright or achieve less scholastically than they do. It appears, therefore, as noted above, that school success is either not a matter of direct concern or is taken as a matter of course.

Popularity with peers seems to be a more central concern with this group. The importance of peer acceptance seems primary, e.g., "Susan felt what happened wasn't important so long as the class still liked her." There is little anxiety about sexual feelings or conflict over standards of behavior. Incorporation of adult standards apparently gives them a feeling of security with little expectation that adults will frown upon or be displeased with any of their attitudes of interest in the opposite sex. With peers, as with adults, approbation is desired and apparently the feeling exists that acceptance and affection is predicated upon being a good sport and behaving in a socially-approved manner.

In summary this group is characterized by:

1) Incorporation of and conformity to adult standards.
2) Highly social orientation.
3) Strict control of impulses, particularly, of hostility.
4) Emphasis on mature behavior.

THE OPPOSERS

Group B

Group B, in direct contrast to Group A, offers no evidence that they, in any way, see adults as accepting, permissive individuals. On the contrary, it would appear that they anticipate rejection, a lack of impartiality, lack of rapport, sympathy and understanding.

In addition, adults are seen as controlling rather than being constructive and in a manner that is demanding, coercive, hostile and actively punitive even to the point of physical harm. This is shown by a preference for such items as, "The teacher made them take a play they didn't like"; "if Bobby's card is not a good one, his parents will punish him." and "the children think that the counselor hurt one of the children." The tone is that one can not rely on adults to stand by one with some feeling that this is partially based on the fact that adults are too self-involved, e.g., "Susan feels that her mother's time is too taken up doing things for herself or to get attention for herself." On the other hand, some inner problem of control seems to plague this group and seems to be tied in with the feeling that adults don't offer requisite, rational control, don't set up effective boundaries and limits and are too uncertain and unsure of themselves and their decisions to offer any refuge of safety and security," for example, high choice of such responses as "Johnny realized that his parents just hadn't known what to do,"; "if Johnny were upset, his parents would not have been able to quiet him because they were so worried themselves"; "Susan feels that her mother never does get around to handling things." Therefore, in their relationships to adults, this group flounders in a poorly structured, ineffectual matrix which engenders confusion, uncertainty and insecurity.

Undoubtedly, this attitude towards authority plays a large part in the anger which seems present as a recurring motif in this group. Not only are these children ready to respond with anger where there is some provocation, e.g., "When the parents get angry, the children get angry also"; "The counselor will get mad and yell back at the head counselor.", but also they are just as ready to project their hostility into neutral situations and onto the environment and into interpersonal relationships with their peers as well as with authority. This group thus reveals a high preference for such items as "Marsha felt that she would be annoyed at what the children will do," and "when Johnny was lying in bed, he felt mad." If they do not actually rebel or respond with passive resistive techniques, for which they appear to have a high propensity,. as suggested by the frequent choice of items such as "the children will not get angry but will still not do what they are told," and "when the parents yell at Steve, he sulks and does not do what he's told," , it appears likely that there is indulgence in angry, retaliative fantasy as indicated by the high choice of items like; "Jerry dreamed that night that the school caught fire and the teacher got hurt."

Feelings of inadequacy are fairly pervasive and recur like a leitmotif in various areas of functioning. Besides the general fearfulness of not doing well, e.g., "if Carole got the leading part, she would think that she is not good enough to be the star,"; "the teacher wanted to talk to Mrs. Brown because Jane was not doing as well in her school work as she should", there appears to be a lack of self-acceptance closely paralleling the feeling of rejection from adult figures in the child's life space. The feeling tone is one of self-dissatisfaction in the sense of, even if something was done well, it was not done well enough, e.g., "when Bobby gets a good report card, he will feel disappointed because even though it's good he could do better", This feeling also appears to assume the tone of even if something is good, it can only stand comparison with something inferior, e.g., "Bobby would like to show his report card just to the kids whose marks were worse than his."

In unstructured settings, some feelings of helplessness appear as if there is difficulty present in the individual's imposing his own order, or organizing some structure for the situation, e.g., "the rest of the day, Marsha felt that she just didn't know what to do."

The negative tone for this group carries over into what looks like an overall pessimistic set where disappointment rather than satisfaction is expected. There appears, further, to be a complete rejection or denial in this group of any dependency needs, as indicated by a low-preference of all items indicating dependency. This might be due either to the fact that the admission of these needs would enhance feelings of inadequacy and helplessness or that hope of their fulfillment is so low that to admit to the desire would only open the way to further hurt and disappointment.

This same dynamic seems to feature in their fearfulness of fantasy involving success (i.e., achievement and social-wise), since the possibility of failure as an outcome is too hard for them to face or even to contemplate.

The feelings of this group, further, run counter to showing preference for questions that would indicate submissiveness. Somehow, they must see this as a source of strength, as an assertion of their own individuality and ability to get along on their own. Actually this is a pseudo-strength similar to the denial of dependency needs and it appears as an indication of the oppositional trend which is so intricately woven throughout the personality.

Despite the strength of the denial of the dependency needs, little effort and little desire is apparent for this group to be more self-assertive in an independent fashion, to sustain a neutral or positive attitude towards interpersonal relationships, to move in a constructive fashion into work settings or to test out capabilities and potentialities in new or strange situations. These inferences are supported by low selections of items such as: "the children were glad to be able to do so much of the project themselves"; "The class decided to write the play themselves"; "Marsha hoped she would get the chance to prove what she could do." A movement into what might look like positive assertive action may be triggered by oppositional trends. The constructive or destructive connotations of any particular self-assertion in such cases would be predicated not on the realities of the objective situation, but on the original value or lack of value of the judgment of those being opposed. The fact that any such action might turn out to be a constructive self-assertion would, thus, be completely accidental, e.g., "If the teacher gave her some suggestions, Mrs. Brown would rather think of her own way to handle the situation."

There is a strong tendency for this group to see themselves as a selected target for others' hostility, peers as well as adults, and to use this as an excuse for their own failures, defections and shortcomings, as indicated by the frequent choice of responses like, "the family is glad that they moved to the new neighborhood because the people in the other neighborhood were always making trouble for them"; "if Bobby's report card isn't good, he will know it is because the teacher doesn't like him." In addition, these children seem, themselves, to generalize anger (and to see others as doing this also) so that the focus for their wrath is often not the provoking or frustrating agency itself, but any convenient individual or object. This attitude is inferred from such items as, "When the parents complain, the head counselor takes it out on the children,"; "When it was all over, Johnny was still so mad that he kicked the door"; "When the teacher yells at him, Jerry gets angry with his brother."

The other side of this coin is the movement away from experiencing shame and guilt, a function of the manner in which they refrain from taking personal responsibility for their actions, as indicated by the high choice of answers like: "if Bobby's report card is not good, he will tell everyone that the teacher is a low marker" and "Bobby thinks that he can't do any better on his next report card because the teacher doesn't make anything interesting." Things are not seen as their fault and they do not turn the other cheek, nor forgive authority figures for what they consider trespasses against them. They apparently disdain any ingratiating maneveurs and their hostility is of such an order that they will not consider special efforts at "good" behavior to please or gain the favor of authority figures. Thus, these children reveal a low preference for all such items as: "the children were happy at this chance to do something to please the teacher" and "when Jane heard that her mother was going to see the teacher she tried to be especially good so as not to be punished." They tend minimally in feeling or fantasy, if not in action, to be rebellious and provocative.

Emotional involvement also is denied by this group in an almost blanket, bravado-like fashion that dismisses the most threatening situations with indifference, e.g., "Susan doesn't care one way or the other about her mother going off," and "if Susan were scolded about her schoolwork, she would forget all about it as if it never happened." In this connection too, little effort is made to isolate the emotional components of situations by such devices as diverting to a more intellectualized aspect or by rationalizing except where these involve an additional outlet for feelings of deprivation or for the feeling of being a scapegoat. This inference is suggested by frequent choice of items such as: "Jerry thought that the teacher was upset today and took it out on him." The implication is, therefore, that this group becomeseasily involved emotionally in a variety of situations, but is unable to handle the impact of this affect in any more sophisticated manner than by simple denial.

The emotionality of this group is further borne out by their proclivity toward answers which use crying as a reaction to stress as, "when the parents yell at Steve, he starts to cry"; "if Johnny got frightened he would start to cry," and "if his parents didn't come when he called, he would scream and fuss until they came." Whether or not this comes through in their behavior may be questionable, but much of their fantasy seems to involve more infantile, regressive modes of reacting to pressure as well as fantasy relating to leaving the field entirely when the serews are tightened, e.g., "Jane tried to hide herself when she heard that her mother was coming to see the teacher."

The push to leave the field under stress is very strong for this group, so much so in fact, that it highlights the feelings of inadequacy and helplessness that must underlie it and struggle to keep from experiencing those feelings that are frequently translated by them into anger. This group's proclivity toward active as ppposed to the more passive attitudes of taking what comes suggests that, if they do not withdraw when tension becomes extreme, they tend to panic. It highlights also the fact that their ambiguity is so intolerable, e.g., "if there was something there, Johnny would be too frightened to be able to do anything."

This group seems to have some exhibitionistic tendences which have a show-off, bravado tone, e.g., "Susan felt she could brag about what she had done"; "the next day, Billy bragged about how great he was." The quality in such tone is also provocative since it contains within it the desire for comparison invidious to others and a lack of a sense of group identification. Underneath it also lies the lack of a sense of personal proficiency, e.g., "Bobby would like to show his card only to those children whose marks were worse than his."

The possibility of excessive body concern seems likely. They seem as ready to suggest illness as reason for failure as any other excuse. The probability exists that tension aroused in them by environmental pressure is often translated into narcissistic self-concern. This inference is suggested by such preferences as "Jane wishes that she would get sick and then the teacher would feel sorry for her,"; "the rest of the day Marsha began to feel sick" and "Jerry thinks that he makes so many mistakes because he just doesn't feel well."

This group also denies any push toward school achievement. Again, as in other areas of living, this attitude has in it the overtones of negativistic reaction to what may be a sense either of parental dissatisfaction or parental pressure to do well or better than whatever the level of accomplishment may be. The implication, herein, is of an underlying feeling of inability to satisfy parental demands either because they are initially too high or because they are insatiable moving always just beyond what is achieved by the child, e.g., "if Jane's work has been very good, Mrs. Brown will be a little dissatisfied because she wants Jane to do even better." The element of denying interest in and concern with intellectual adequacy at all, may also be present as shown by the very low choice for the groups of answers like: "If his report card is good, Bobby will feel happy because it will show how smart he is."

Ambivalent feelings are expressed regarding relationships with peers. While there is an affirmation as to the importance of being popular with one's peers, there is a denial of the wish to be popular, to be a social star, so to speak, e.g., Very high choice of "Susan feels that she is popular and that is what counts and very low choice of "Susan wishes she'll be voted into the school's special club," and "Marsha hoped that everyone would like her." This implication may stem from some feelings this group has that their peers will not or do not like them and some fearfulness as to their ability to make and sustain friendships. Uneasiness rears its head also regarding boy-girl relationships in the classroom. It includes some fear of getting too interested in the opposite sex and some feelings that adults in the environment also are concerned with and uneasy about the relationships between boys and girls, e.g., "Mrs. Brown expects the teacher to be concerned about Jane's behavior towards the boys."

In summary, the outstanding attributes of this group seems to be:

1) Disturbed authority relationships.
2) Oppositional trends.
3) Pervasive pessimistic tone.
4) Intolerance of ambiguity.
5) Function of disappointment (in self, others and objects) and frustration as a central dynamic.

THE WAVERERS

Group C

Group C is very similar to group B (opposers) in the way in which they regard authority figures. Adults are viewed as threatening, rejecting and punitive. This may be noted from such high choices as: "The children expect the teacher to punish them severely;" "Mary and Steve feel they have problems and their parents won't listen;" "If Bobby's report card is not good, his parents will punish him." This inference is reinforced by a failure by the group to affirm such positive statements as "Marsha thought the teacher liked her," and "If Bobby's card was not good, his parents will understand that he did his best." Children in this group do not appear to expect understanding, sympathy or impartiality to be meted out to them. They do, however, feel pressured by the demand to meet adult standards. In addition, they see the controls imposed upon them as not taking into account their needs, e.g., "Susan feels she always has to do things at the time her mother says."

The failure of adults to respond to and fulfill their needs for understanding and acceptance seems to play a large role in the amount of anger evinced by children in this group. Their hostility is touched off easily and in a variety of settings regardless of whether it is provoked objectively or is an inner response to a neutrally-toned reality situation. Thus, they show high choices on such diverse items as "Marsha felt she would be annoyed at what the children would do," (which is a complete projection) and, in contrast, "When the teacher yelled at Jerry (unfairly), he felt like taking a poke at her." Hostility appears to be evoked readily not only in interpersonal relationships with adults, but also with peers and with sublings.

The difference between group B (opposers) and this group with regard to anger, is that the "opposers" hostility seems more focused and target-oriented, reinforced by a high proclivity to passive-resistive techniques. This group's anger, on the other hand, is more pervasive, more encompassing, and its outlet seems less certain either by direct meams or through passive resistance. Conversely, and by the same token, if provoked by Jim, this group can just as easily be angry with Joe and this tendency to displacement, e.g., "When the parents yell at Steve, he gets angry at Mary" and "When the teacher scolded him that way, Jerry got angry at his brother", is reinforced by the alacrity with which they generalize anger.

They also appear to be more fearful than the opposers (group B). This inference is supported by preference for items like: "Harriet was upset because she was afraid of the teacher"; "When their parents get angry, the children feel frightened." Therefore, it seems highly likely that these children are not too prone to express their anger overtly. The quality of their anger is more analagous to free-floating anxiety.

Another strong point of difference from group B (opposers) is the amount of anxiety shown by this group. High anxiety appears a strongly differentiating characteristic of this group. Their feelings of inadequacy, fearfulness and uncertainty appear to be just below the surface and not covered over by the brash denial or braggadoccio attitude like Group B. This inference is attested by both the frequency and the extent to which they pick such items as "Her first day at the new school, Marsha felt she just didn't know what to do;" "When she was bawled out, the counselor was afraid she might lose her job;" "After the teacher scholded him, Jerry felt so upset that everything went wrong."

Children in this group seem to be flooded with emotions which they apparently do not attempt to handle by any such defenses as rationalizing, intellectualizing or by isolation of affect in any way. At most, their efforts to handle emotionally-toned situations is by pushing it out of their minds and by withdrawal, e.g., they attempt to leave the field either psychologically or in reality. This inference is based on high choices of items such as: "Jerry feels he doesn't want to think about what happened;" "If Bobby's report card was not good, he would not talk to anyone, but go straight home." It might be noted that children in this group are not so prone to regressive, infantile ways of responding to stress as those in group B (opposers), and it appears that inability to cope with situations would more likely arouse in them a slight reaction. Their only choice of an item to indicate otherwise was in a setting of extreme ambiguity, where the threat involved was highly nebulous. Thus, in responding to the question; "What would Johnny do if his parents didn't come when he called for help?", they chose the reply, "Scream and make a fuss until the parents did come."

Dependency needs are among those not fulfilled for children in this group and they respond to this particular lack by a sense of resentment themselves. They appear to feel they must dance to the tune authority plays. Their submission is, therefore, a matter of necessity. It carries with it none of the implications of cooperation, satisfaction, or anticipation of reward such as the feelings of Group A. In this connection there was frequent choice of items like: "The children feel that the teacher expects them to do too much on their own"; Their only high choice in the area of self-assertion would appear in this matrix to indicate the wish that a feeling of being trapped were otherwise, and that they might have greater freedom to develop on their own, e.g., this high choice was "The children liked the play because it was theirs and they decided what had to be done." This inference is buttressed by their high choice of the item: "She feels things always go wrong when she tries them on her own," a choice highly consistent with the overall portrait of this group.

The general quality of uncertainty and of floundering that permeates through various areas of functioning for these children is compatable with the fact that this group does not accept responsibility for themselves and that they feel that they are being singled out and picked on. Thus, this group shows a high choice items like; "Harriet feels the teacher picks on her more than on the other children", "They felt the people in the other neighborhood were always making trouble for them", "if his card is not good, he would like to tell everyone that the teacher is a low marker."

Children in this group do not generally feel that being ingratiating to adults pays off and thus do not use this in any primary way in dealing with adults. However, if they feel some advantage is to be gained by good behavior, they will make the effort to please.

Children in group C would like to get some attention by showing what they are capable of doing, but they seem uncertain as to adult attitudes in this respect. For example, they show high choice of: "The children felt the teacher is happy at this chance to show off to the school," and again of the item, "The teacher thought Harriet was just a show-off." Their constellation of choices, however, suggest that they are not sure of peer acceptance, both of the same and of the opposite sex. They appear to be ambivalent in their attitudes towards the opposite sex and instead of concentrating on relating to others and achieving warm personal relationships, would prefer to be the center of attention for some particular merit, possession or accomplishment.

There is no indication that school achievement is important to these children. Their sense of inadequacy and their ambivalence in both peer social interactions and school achievement, however, directly reflects the indecisiveness of adults in their environment and/or is projected by them into adults, e.g., a high section of items like; "The parents were frightened because their older daughter is staying out too late", "The parents can't understand why other people's children get good marks and their children don't."

In summary, the most differentiating features of group C appear to be:

1. Their high level of anxiety
2. Ambivalence
3. Fearfulness
4. Floundering and indecisiveness

THE STRIVERS

Group E

This group is in some way similar to group A (conformers). Thus, this group seems to have some feeling of adult acceptance, rapport and understanding, e.g., high choice items such as : "Bobby will be glad to get his report card to show to his Mother and Father,"; "The teacher felt that Marsha could fit into the class alright;" and "Marsha and Steve feel their parents will understand the problem and take care of it." Concomitant with this is a feeling of strong imposition of controls by authority figures, which though strict are neither coercive nor contrary to what the child might see as his best interest, e.g., a high selection of items as: "The teacher thought everything would be okay if Marsha followed the rules she set up for her class"; "The head counselor makes the counselors check everything they want to do with him"; and low selection of items such as: "The teacher made them rehearse too much; "The teacher made the class take a play they didn't like"; and "Marsha thought the teacher was too bossy." There is, it would seem, some tendency for children of this group to want adults to be more actively concerned with their activities, e.g., "The children think the teacher should be more concerned and try to help." and to be consistent in their control. On the whole, however, their picture of authority is not one of ineffectualness as regards knowledge and performance. However, they may feel some weakness in adults emerging in the area of interpersonal relations, e.g., "Mary and Steve feel their parents shouldn't fight like babies." Throughout there is no indication that this group feels adults to be rejecting, hostile, or threatening. They apparently do not expect punitive retaliation for failure to live up to set standards of behavior or accomplishment. Thus, a low preference is noted for items such as: "Marsha felt the teacher was annoyed with her,"; "Mrs. Brown will be angry if Jane is failing in her work." This attitude may possibly be partially determined by the fact that they are strivers generally speaking. They set high goals of attainment for themselves. Thus, a very low choice of an item such as the following might be noted: "He might not get a good report card because he doesn't pay attention."

This group's desire for school achievement is high. Frequent choices are noted for items like: "Jane wishes she was the smartest in the class"; "He wishes that he'd do so well that he'd win a special prize." Underlying this drive to excel in school work and be outstanding in this area there may be the wish for recognition from peers and adults alike, e.g., high choices for, "He will feel happy because this will show how smart he is"; "The teacher wanted Mrs. Brown to know how smart Jane is because her work is so good."

This group's push for recognition extends also into fields besides scholarship, and, at least in the sphere of social relations, and it appears to be predicated upon some uncertainty regarding peer acceptance or it is looked upon as a substitute gratification for social acceptance in some such manner as "I may not be liked, but everyone has to admire, perhaps envy, what I can do." The feeling tone of questioning as to peer acceptance may be noted by the high choices on such juxtaposed items as: "they are glad they moved because Marsha didn't have friends in the other neighborhood"; and "Marsha felt she would make a lot of friends so she will get along all right." The exhibitionistic element in this feeling tone which probably also applied to school achievement, seems obvious from such high choices as: "She wished she would get the chance to show off what she can do"; "Mrs. Brown will be glad to be able to brag about her daughter's high marks in school to her friends, "They felt the teacher was happy at a chance to show off to the whole school." The extensiveness of this trait may be inferred from the fact that it relates not only to the child but to parent and teacher as well. A further suggestion is that the values that are emphasized are, therefore, extrinsic (rewards and recognition) rather than intrinsic. In this connection, it should be noted that this group probably tends to guard personal knowledge of themselves from others, how they feel, what they like, what their problems are. They may be quite evasive about having problem areas probed and they may tend to withhold information regarding themselves except that leading to their greater "glory".

The uncertainty of children in this group in regard to social relationships in general seems somewhat less in dealings with the opposite sex, except that they may show some uneasiness when these relationships are questioned by authority figures, e.g., "The children were upset about the teacher reading the note because it was private and now the teacher will know." Further, the expectation exists that this is an area requiring adult regulation. However, concern here appears to be minimal and the children appear to see no need for disclaiming interest in the opposite sex.

These children do not appear to be overly hostile. They are rather middle-of-the-road with regard to expressing their anger, showing neither the strong control, seen in group A (conformers) nor the high level of hostility shown by group B (opposers). Their anger seems most readily aroused in terms of scholastic achievement, e.g., "If his report card is not good, Bobby will be angry." However, when provoked in interpersonal relations, they may also wish to retaliate. It would seem, though, that overt expression of hostility may be limited. Passive resistance and an outlet in fantasy seems more probable, e.g., "Jerry dreamed the school caught fire and the teacher got hurt." The striving seen in social relations and in school achievement appears to reflect a feeling that control is important and that they should perhaps, have to show more control than they do; high choice is items noted for: "Jerry hoped that he could control himself more." They make the effort also to comply with and meet adult standards even if, at times, the motivation may come simply from trying to avoid adult retaliation and punishment, e.g., high choice item like; "Jane will be especially good now that she won't be punished."

The children in this group are low in expressions of dissatisfaction, inadequacy and anxiety. They seem secure enough to take a variety of situations in stride, but preferably within structure boundaries set by adults. Within these boundaries, they seem to be free for constructive self-assertive action. A frequent selection is noted for items like: "They were glad to be able to do so much of the project themselves"; "The class decided to write the play themselves." Their sureness may desert them when they are left on their own, e.g., "She feels things always go wrong when she tries them on her own." On the whole, however, and within broad limits, they seem to feel that they can cope with problems that arise and that they are adequate to the demands of the moment.

Self-confidence is apparently backed up by the feeling that adults are available to help them, if necessary, and by their ability to express dependency needs without being uncomfortable about them, e.g., "They like the counselor to help them with everything that they do." They also, like group A (conformers), believe in knuckling under to the demands of authority and feel that things go "right" when you do as you're told to do and what you're "supposed" to do, e.g., "Jerry would like to work harder so that he won't get yelled at all the time."

In situations of stress or where threat is largely amorphous, these children might attempt to deny any emotional involvement and/or focus their attention elsewhere, e.g., "If he were frightened, Johnny would start to think about something else." Nevertheless they do not appear to use denial as a defense and certainly not in any primitive, infantile manner. Instead, they attempt to keep their emotional responsiveness in check and controlled by means of rationalization or be diverting to less threatening, less emotional-arousing aspects of a situation, e.g., a high preference for, "Bobby gets busy explaining to his parents how report cards in his school are different from those in other schools," and "Jerry thinks the teacher was just upset today and took it out on him."

On the whole, this group would appear to hold up pretty well in daily functioning without much evidence of low level babyish modes of behavior or more primitive modes of coping with the exigencies of the daily routine and/or new and possibly threatening circumstances.

In summary this group seems to be characterized by their

1. Attitude of striving.
2. Drive for recognition, particularly as regards school achievement.
3. Exhibitionistic needs.

PART FIVE

FINDINGS

The analysis of the evidence has been made in two major steps. The first step has been to make exploratory analyses in order to obtain estimates of the significance of certain affecting variables. The second step has been to make detailed analyses which were directed by the results of the exploratory analysis. In the first step the analysis has been based on achievement gain as measured by the complete Stanford achievement battery. In examining the evidence which follows, the reader is urged to be tentative in his interpretations as successive evidence is presented and to formulate his total interpretation after a consideration of all of the evidence.

1.0 Achievement Gains of Children under Three Teachers of Different Personality (adjusted for differences in children's IQ but unadjusted for possible "school" effect).

In this analysis adjusted achievement gains (years) for three different kinds of teachers have been computed by employing covariance analysis, thus correcting for differences in I.Q. The within the group regression line was employed in making corrections.

Table 3

All Children

Teacher Type	Mean Achievement Gain	Mean IQ	n*
A(turbulent)	.872	106.5	237
B(self-controlling)	1.007	108.9	195
C(fearful)	.790	105.4	325

F= 8.87 ($P < .01$) $t_{AB} = 2.415$ $t_{AC} = 1.595$ $t_{BC} = 4.221$

$r_{reg.} = 0.236$

Table 4

A Children (conformers)

Teacher Type	Mean Achievement Gain	Mean IQ	n*
A(turbulent)	.869	105.8	62
B(self-controlling)	1.098	109.6	47
C(fearful)	.762	107.1	94

F = 5.72 ($P < .01$) $t_{AB} = 2.080$ $t_{AC} = 1.099$ $t_{BC} = 3.366$

r = .191

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* Children with complete data.

Table 5

B Children (opposers)

Teacher Type	Mean Achievement Gain	Mean IQ	n*
A(turbulent)	.640	104.0	40
B(self-controlling)	1.012	106.5	57
C(fearful)	.835	100.4	72

$F = 4.29$ $t_{AB} = 2.906$ $t_{AC} = 1.598$ $t_{BC} = 1.609$

$r = .398$

Table 6

C Children (waverers)

Teacher Type	Mean Achievement Gain	Mean IQ	n*
A(turbulent)	.846	108.3	28
B(self-controlling)	.938	110.8	17
C(fearful)	.668	113.8	30

$F = 1.04$ (not sig.)

$r_{reg} = -.054$

Table 7

E Children (strivers)

Teacher Type	Mean Achievement Gain	Mean IQ	n*
A(turbulent	.994	105.2	36
B(self-controlling)	1.007	110.0	40
C(fearful)	.917	107.5	57

$F = .346$

$r_{reg} = .0904$

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* Children with complete data.

Disregarding any school effect (morale and cultural influences) which may exist and therefore be biasing because of the relative population of A, B or C teachers within a school, the evidence presented in Tables 3-7 lead to several conclusions:

1. For all children, the B(self-controlling) teacher obtains significantly greater achievement than either the A(turbulent) or C(fearful) teacher. The superiority of the B teacher with respect to the C and A teachers, amounts to 0.22 and 0.13 years, respectively.

2. For conforming children, the B teacher again appears to obtain significantly greater achievement than the A or C teachers.

3. For opposing children, the B teacher obtains significantly more achievement than the A teacher but not significantly more than the C teacher. The achievement of opposing children with the A teacher is observed to be .21 years less than that for the conforming children. It is also observed that the A teacher obtains at least fifty percent more achievement with the striving child than with the opposing child.

4. The achievement of wavering(anxious) children does not appear to differ significantly statistically for different type teachers, It is noted, however, that for this kind of child the B teacher obtains .27 years more achievement than the C teacher.

5. The achievement of striving children appears to be almost independent of the teacher type.

It will be observed later that these conclusions are only slightly modified when school effects are taken into account.

2.0 Achievement Gains of Children of Four Personality Types under All Teachers. (Adjusted for differences in children's IQ but unadjusted for possible school effects.)

Table 8

Children Type	Mean Achievement Gain	Mean IQ	n
A(conforming)	.876	107.3	203
B(opposer)	.884	103.3	169
C(waverer	.765	111.2	75
E(striver)	.965	107.1	133

$F = 3.39$ $(.01 < P < 05)$ $t_{CE} = 2.32$ $(.01 < P < 05)$

The achievement of different personality type children under all kinds of teachers appears to vary significantly depending upon the child. It is noted that striving children reveal the greatest achievement and that wavering children the least achievement. It will be noted later that the inclusion of school effects will slightly change the relative order of achievement of different kinds of children.

3.0 Friendliness Gains among Children for Three Kinds of Teachers. (Adjusted for differences in children's IQ but unadjusted for possible school effect.)

In this analysis friendliness gains adjusted for IQ differences have been computed employing covariance analysis. The gains in friendliness have not been adjusted for class size since the correlation of friendliness gain, class by class, with class size appears to be negligible ($r = 0.253$). Because the numerical amount of mean friendliness gain is not expressed in meaningful terms like achievement gains in years, the gain has also been expressed in gain divided by sigma units.

Table 9

All Children

Teacher Type	Mean Friendliness Gain in 0.8 Years		
	Gain	$\frac{\text{Gain}}{\sigma}$	n
A(turbulent)	8.1	.13	237
B(self-controlling)	25.6	.41	195
C(fearful)	14.7	.23	325

$F = 4.779$ ($P < .01$) $t_{AB} \doteq 3.086$ $t_{AC} = 1.598$ $t_{BC} = 2.297$

$\sigma = 62.0$
$r_{reg} = .226$

Table 10

A Children (conforming)

Teacher Type	Gain	$\frac{\text{Gain}}{\sigma}$	n
A(turbulent)	5.0	.08	62
B(self-controlling)	20.9	.36	47
C(fearful)	11.8	.20	94

$F = 1.005$ (not significant)
$r_{reg} = .380$

$\sigma = 56.5$

Table 11

B Children (opposing)

Teacher Type	Mean Friendship Gain in 0.8 Years		
	Gain	$\frac{\text{Gain}}{\sigma}$	n
A(turbulent)	10.7	.17	40
B(self-controlling)	21.8	.34	37
C(fearful)	7.7	.12	72

$F = .602$ (not sig.)

$r_{reg} = .0985$

$\sigma = 62.5$

Table 12

C Children (wavering)

Teacher Type	Gain	$\frac{\text{Gain}}{\sigma}$	n
A(turbulent)	-2.7	-.04	28
B(self-controlling)	23.9	.45	17
C(fearful)	26.1	.49	30

$F = .533$ (not sig.)

$r_{reg} = .216$

$\sigma = 52.5$

Table 13

E Children (striving)

Teacher Type	Gain	$\frac{\text{Gain}}{\sigma}$	n
A(turbulent)	17.6	.31	36
B(self-controlling)	43.2	.77	40
C(fearful)	20.6	.36	57

$F = 1.916$ (not sig.)

$r_{reg} = -.133$

$\sigma = 56.1$

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The evidence of Table 15 suggests that no significant differences exist between boys and girls in raw achievement gains.

6.0 School Effect

Because teacher effectiveness may be enhanced or inhibited by certain "school" effects, such as the cultural or socio-economic background of the children and the effect of the school administration on teacher morale, steps have been taken to evaluate the magnitude of school differences and to make adjustment for such differences.

An appropriate statistical procedure to accomplish such evaluations and adjustments would be a four-fold covariance design involving intelligence and children's achievement gains as independent and dependent variables in which the total adjusted (for IQ) achievement gain variance is partitioned into four parts, school, teacher type, school-teacher type interaction and within group.

Because of inadequacy of sampling, two schools had no A type teacher and one no B type, and because a considerable amount of data would be disregarded to meet the equal or proportional "n" criterion, an alternative method has been employed. In the method employed, the school effect has been determined separately for each of the three types of teachers by a covariance procedure involving children's IQ and total achievement gain. The school adjustment for each teacher type based on the within group regression coefficient was then computed and the results for the several teacher types in a school were then averaged to obtain an estimate of the adjustment to be applied to all teachers in a given school. The results of this analysis are presented in Tables 16 and 17.

Table 16

Variation-Among Schools

	Teachers		
	A	B	C
F(school significance)	3.60($P < .01$)	10.26($P < .01$)	3.76($P < .01$)
Within school regression	.039	.307	.021
Within school correlation	.023	.292	.036
Number of schools	7	8	9

Table 17

Amount of School Adjustment (years)

		Teachers		
School	A	B	C	All
1	-	-.391	.052	-.169
2	-	-.303	-.095	-.199
3	.388	.113	-.221	.093
4	.195	-.037	.115	.091
5	.266	.436	-.081	.207
6	-.108	-	.041	-.033
7	-.138	.519	.241	.207
8	-.336	-.106	-.453	-.298
9	-.099	-.217	-.188	-.168

The evidence presented in Table 16 indicates that significant differences in children's achievement adjusted for IQ differences exist among schools for each of the three kinds of teachers. The amount of the correction for each school and for each kind of teacher and for all teachers is relatively large. The magnitude and direction of such corrections also appears generally to be consistent with the nature of the schools. For example, the two schools with the greater plus correction, Schools 5 and 7, are typical middle social class schools with a transient school administration while the two schools with the greater negative correction are upper social class schools with an effective and smooth-running administration. Because of the difficulty of separating school administration and social class effects, no attempt has been made in this investigation to determine social class effects on children's achievement. No striking differences appear in the data, however, regarding achievement by lower, middle and upper social class children.

A second significant point in the evidence of Table 16 is the relative values of the correlations (and regression coefficients) between IQ and children's achievement. For the B teacher, the correlation between children's achievement and IQ, 0.292, is clearly significant ($P < .01$) while such correlations for A and C teachers are negligible. Thus, it appears that B teachers, significantly more than A or C teachers, are obtaining achievement commensurate with the children's intelligence.

7.0 Correlation of Individual Class Gains with Observer Ratings and Teachers' (TEEP) Test Scores

The purpose of this step is to estimate the validity of continued analysis of the evidence in terms of teacher personality types in contrast to the analysis on the basis of all teachers as a group. The correlations are based on mean class achievement corrected for IQ and school effect, the mean total observer rating and the teachers' scores on the TEEP examination (separate scores for professional education and liberal arts).

Intercorrelations

Mean class achievement vs. mean observer rating (n=53)	.070
Mean class achievement vs. professional education score (n=42)	-.185
Mean class achievement vs. liberal arts score (n=42)	-.235
Mean observer rating vs. professional education score(n=41)	.403*

The values of the correlation coefficients which relate the mean class achievement and mean observer ratings and mean test scores are not significant. It appears, therefore, that the approach which has been made in the analysis, that is, to base the analysis on teacher personality types is justified.

The significant correlation between the mean observer rating and professional education test score suggests that the professional examination has validity from the standpoint of the teachers observed behavior as a criterion, but no validity if children's achievement is employed as a criterion.

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* Significant at 1 percent level.

8.0 Use of Adjusted "Class" Means for Different Kinds of Children to Ascertain Specific Teacher Effective and Ineffective Characteristics.

The preliminary analysis has revealed significant relations between teacher personality and children's achievement, between teacher personality and friendliness, between the school and children's achievement. No significant results have been found, however, between children's sex and their achievement, between observer ratings for all teachers and children's achievement, or between teacher knowledge (all teachers) and children's achievement.

In the analysis which follows, it is important to note that a shift is made from the broad grouping of children in terms of children and teacher type to an analysis, class by class subdivided into the several kinds of children. The purpose of this shift, of course, is to enable the correlation of children's achievement, now corrected for IQ and school effect, with the characteristics of the individual teacher (specific personality variable, knowledge (TEEP), behavior ratings (observer) and role playing). Before such analyses are pursued, however, a check will be made on the differences, if any, in children's achievement in relation to teacher sex and in relation to grade level for the several kinds of teachers. The purpose of this check is to determine whether teacher sex and grade level may be disregarded as significant variables.

Table 18 presents the mean achievement gains for the four possible different personality types of children in each class. The column labeled ALL in this table includes not only the children classified as conformers, opposers, waverers and strivers, but also the unclassified regarding personality type. It should be noted that in taking the school effect into account in adjusting the mean achievement gains (adjusted for IQ differences) for children of different personality in each class, no attempt was made to scale the school adjustment on the basis of the children's personality type or on the basis of the distribution of such different kinds of children in a class because such scaling appears to be of second order. Thus, for any class in school 1, the children's achievement means (adjusted for IQ) are depressed .169 years equally for children in each personality grouping.

Table 18

Class Means for Different Kinds of Children Adjusted for IQ and School Effect

	A	B	C	E	ALL		A	B	C	E	ALL
144	1.13	.89	- -	.73	.921	462	.82	.87	.84	1.15	.934
146	.63	.65	.72	.58	.650	464	.91	1.11	.85	.54	.930
154	no classification				.802	469	.38	.66	-	.56	.331
155	"	"			1.119	542	1.09	.98	-	.53	1.081
162	.38	.55	00	1.11	.874	548	.82	.40	.14	-	.641
241	.74	.87	.52	.55	.564	552	2.85	.80	-	.84	.933
242	.80	.81	1.01	-	.793	558	1.99	.68	.79	.71	.936
251	.70	.75	00	.80	.631	561	.91	1.28	-	1.81	1.213
252	1.14	.80	.52	.16	.851	568	.85	.74	.75	1.26	.779
261	1.62	1.48	1.51	1.96	1.668	642	.52	.52	1.57	1.26	.759
263	.20	2.20	1.36	2.00	1.431	645	.91	.48	.42	.93	.840
342	.60	.08	1.89	1.39	.621	651	1.31	.72	.94	1.54	.943
347	.64	.88	.55	.17	.679	653	1.43	.68	.94	1.52	1.223
351	.93	1.40	1.31	1.12	1.073	667	.74	.75	.71	.86	.667
355	.58	.95	1.41	.97	.947	669	.64	.72	.83	1.05	.839
361	1.97	1.87	1.14	1.55	1.486	742	.78	.11	.31	.83	.568
363	.97	.54	-	.51	.829	753	2.23	1.15	1.72	.73	1.118
441	.34	00	.86	.76	.672	763	.92	.32	.46	.63	.672
443	2.36	.63	-	.83	.445	765	.31	1.27	.31	1.71	.933
453	.58	.86	.01	.87	.692	841	.75	.87	1.04	.69	.840
455	.41	.57	.25	.52	.610	843	1.48	.67	.79	1.12	1.036

Table 18 (cont'd)

	A	B	C	E	ALL
851	-	.86	.89	.95	.909
864	-	.44	.78	1.35	.793
941	1.30	.26	00	1.58	.945
943	.71	.47	.45	.94	.660
951	1.24	.53	.49	.86	1.049
952	.80	.22	.58	.98	.617
953	1.37	1.43	1.12	.98	1.062
963	.75	.47	.75	.67	.837

9.0 Differences in Children's Achievement in Relation to Grade Level and Teacher Personality

The purpose of this analysis is to determine the nature of any grade level difference effect on children's achievement. Such a difference if correlated with a preponderance of a given teacher personality type could represent a significant bias. Table 19 presents the mean children's achievement by grade level and teacher personality type.

Table 19

Mean Children's Gain (years)

Teacher Personality	Grade Level					
	4	n	5	n	6	n
A	.685	4	.912	5	.753	3
B	.891	4	.847	6	1.238	5
C	.712	9	.929	5	.872	8
Total	.748	17	.893	16	.952	16

The evidence of Table 19 reveals that relatively large differences do exist in children's achievement gain depending upon grade level, a mean gain of .748 years for all teachers in grade 4 in contrast to .952 years in grade 6. This trend toward greater achievement at the higher grade level is consistent with findings by Mitzel (1) regarding a similar trend in achievement in reading. It would appear that, although a grade level difference in children's achievement does exist, it does not introduce any appreciable bias with regard to teacher effectiveness from the standpoint of teacher personality. Thus it is noted that 23 percent of the B teachers are in grade level 4, 32 percent in level 5 and 31 percent in level 6, thus throwing a slight emphasis on levels 5 and 6. In contrast to this emphasis, it is also noted that the four B teachers at grade level 4 obtain an .901 years of achievement in contrast to .085 years for A teachers and .712 years for C teachers. It thus appears that no bias is introduced in ignoring grade level in the analysis of the evidence.

10.0 Differences in Children's Achievement in Relation to Teacher Sex

The purpose of this analysis is to determine whether any significant difference exists in children's achievement which depends upon teacher sex.

Table 20

Mean Children's Achievement (years)
(corrected for IQ and school effect)

Teacher Personality	Teacher Sex			
	M	n	F	n
A	.824	4	.780	8
B	.891	4	1.019	11
C	.793	3	.822	19
Total	.840	11	.871	38

The data of Table 20 indicate no appreciable difference in children's achievement in relation to teacher sex. The evidence also indicates the persistence of the effectiveness of teacher personality B in obtaining children's achievement.

11.0 Children's Achievement Gains for Teachers Rated High and Low on the Teacher Observation Scale

The evidence of Table 18 regarding the adjusted achievement of different personality types of children in each class was classified and analyzed on the basis of the teacher observation data in order to determine the relative effect of teacher personality and observed classroom behavior. Thus, the adjusted class achievement gains for the six A teachers receiving the highest total classroom observation ratings are compared with the six A teachers receiving the lowest classroom observation ratings. Similar analyses were made for the B teachers and the C teachers. In this manner, it was possible to make a two-way variance analysis of adjusted class gains. Table 21 presents the mean gains for each kind of teacher receiving high and low observer ratings. Table 22 presents the results of the variance analysis.

Table 21

Class Achievement Gains (years)
(adjusted for IQ and school effect)

	Teacher Type							
	A	n	B	n	C	n	All Teachers	n
All Children								
High Obs.Rating	.866	6	1.070	7	.784	11	.897	24
Low Obs.Rating	.727	6	.906	7	.857	11	.833	24
Total	.783	12	.988	14	.825	22	.855	48
Conformers								
High Obs.Rating	1.386	6	1.253	7	.812	11	1.087	24
Low Obs.Rating	.718	6	.778	7	.900	11	.818	24
Total	1.052	12	1.015	14	.855	22	.952	48
Opposers								
High Obs.Rating	.638	6	1.157	7	.587	11	.756	24
Low Obs.Rating	.450	6	1.053	7	.690	11	.724	24
Total	.544	12	1.105	14	.638	22	.740	48
Waverers								
High Obs.Rating	.700	5	1.008	6	.657	10	.766	21
Low Obs.Rating	.419	5	.744	6	.621	10	.651	21
Total	.643	10	.885	12	.639	20	.708	42
Strivers								
High Obs.Rating	1.113	6	1.013	6	.985	10	1.032	22
Low Obs.Rating	.898	6	1.082	6	.844	10	.971	22
Total	1.006	12	1.047	12	.964	20	.971	44

Table 22

Teacher Personality and Observed Behavior Variance Analysis

	Children Type				
	Conformers	Opposers	Waverers	Strivers	All
Teacher Personality	1581	11326	4941	238	1572
Obs.Class Behavior	7263	122	1213	366	470
Personality X Behavior (interaction)	5508	896	339	616	713

Conformers

$$F = \frac{\text{Behavior variance}}{\text{PxB interaction}} = \frac{7263}{5508} = 1.32$$ (F = 3.22 for 5 percent level)

Opposers

$$F = \frac{\text{Teacher personality variance}}{\text{PxB interaction}} = \frac{11326}{896} = 12.64$$ (F = 5.15 for 1 percent level)

Waverers

$$F = \frac{\text{Teacher personality variance}}{\text{PxB interaction}} = \frac{4941}{339} = 14.56$$ (F=3.26 for 5 percent level)

Strivers

$$F = \frac{\text{Teacher personality variance}}{\text{PxB interaction}} = \frac{238}{616} = .386$$ (F=3.25 for 5 percent level)

$$F = \frac{\text{Behavior variance}}{\text{PxB interaction}} = \frac{366}{616} = .594$$

All Children

$$F = \frac{\text{Teacher personality variance}}{\text{PxB interaction}} = \frac{1572}{713} = 2.20$$ (F=3.22 for 5 percent level)

The evidence of Table 21 has also been presented in graphical form, Charts 1-2 in order that differences may be more easily observed. This chart reveals several significant points:

1. The B type teacher reveals very consistent achievement for the several kinds of children.

2. The A type teacher reveals highly variable achievement depending upon the nature of the children and whether effective or ineffective classroom behavior is present according to the observer rating. For example, the A type teacher rated low by the observer obtains less than a half year achievement with opposing kinds of children, while the A teacher receiving high observer ratings obtains almost three times as much achievement from conforming children.

It should also be noted from Table 19 that when the school effect is taken into account, and the analysis of achievement is made in terms of individual classes, the relative order of children's achievement obtained by the several kinds of teachers changes slightly from that noted in the exploratory broad grouping analysis. The class-by-class analysis reveals no significant difference between A and B teachers for conforming children, whereas the group data which disregarded school effect revealed a significant difference between A and B teachers in the achievement of conforming children. On the other hand, the relative difference in achievement obtained by A and B teachers with opposing children becomes greater on the basis of class-by-class analysis with school effect taken into account.

It may also be noted that the class-by-class analysis leads essentially to the same mean achievement for different kinds of children under all teachers (see Table 8); namely, that the striving children reveal the greatest achievement and the wavering children the least.

CHART 1

RELATIVE ACHIEVEMENT GAINS FOR DIFFERENT KINDS OF TEACHERS AND DIFFERENT KINDS OF CHILDREN

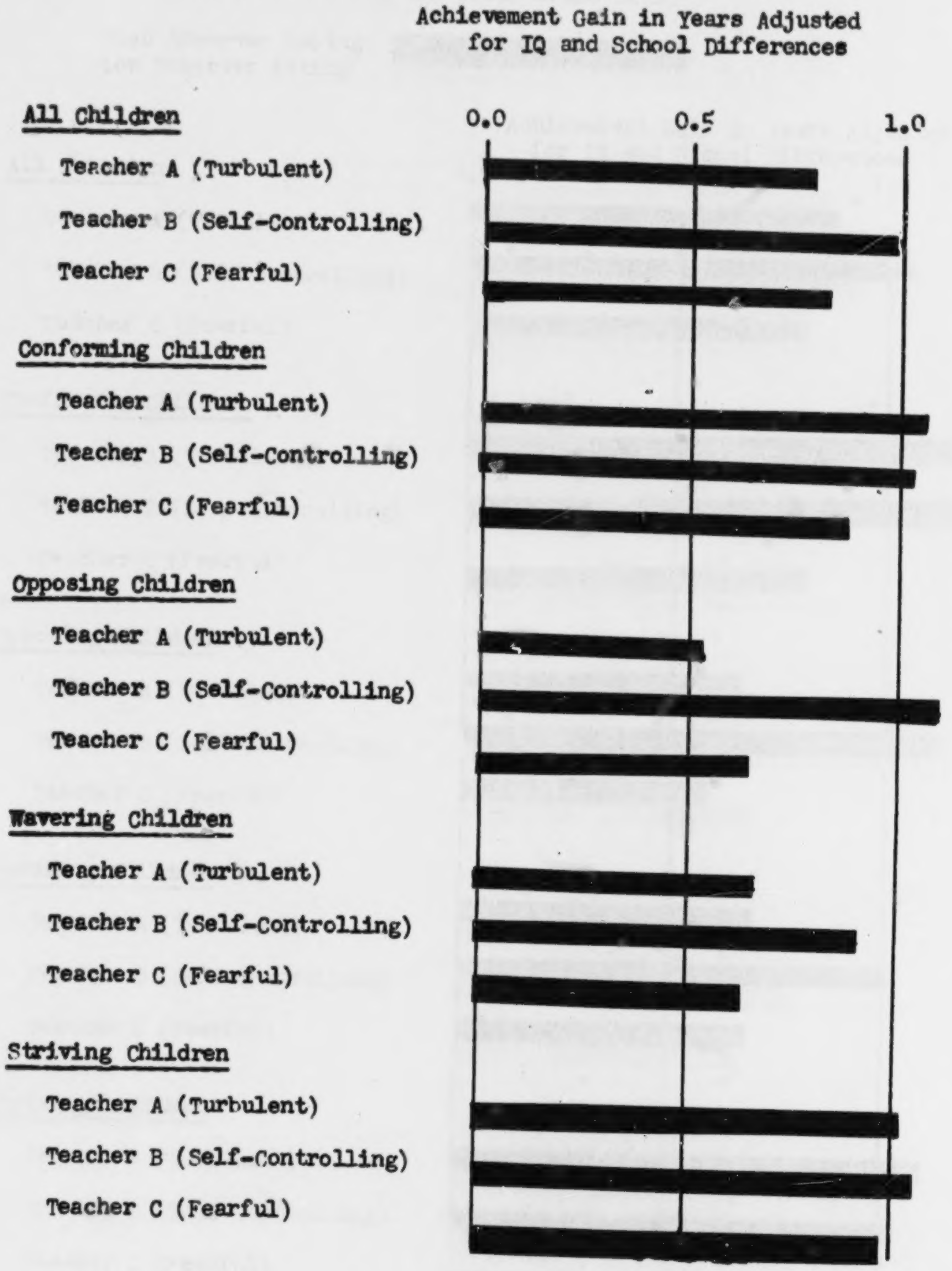
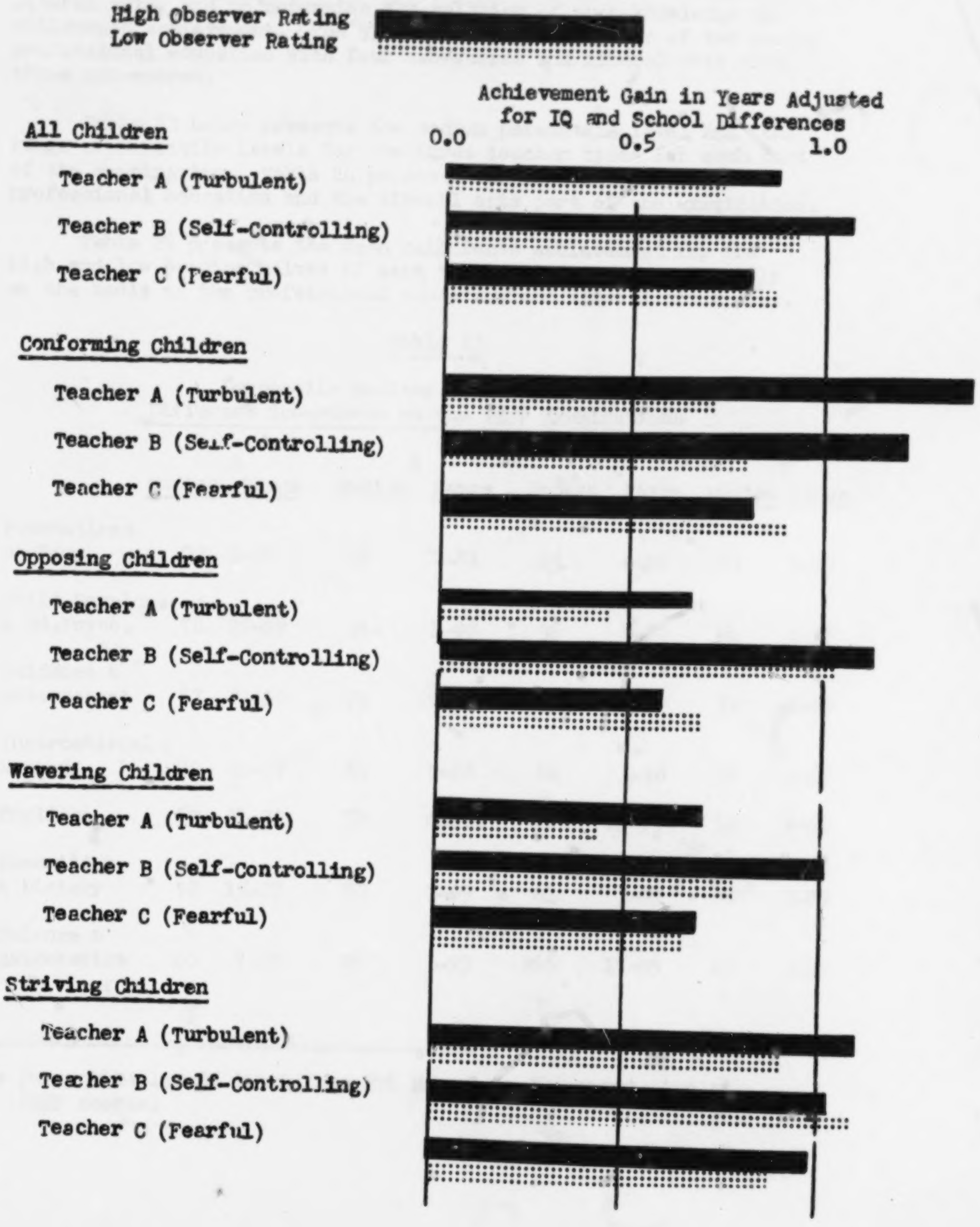


CHART 2

RELATIVE ACHIEVEMENT GAINS FOR DIFFERENT KINDS OF TEACHERS AND DIFFERENT KINDS OF CHILDREN

(Teachers separated into High and Low Groups on the basis of the Teacher Observation data)



12.0 Teacher Knowledge and the Relation of Such Knowledge to Children's Achievement (adjusted for IQ and school effects).

The purpose of this analysis is to describe the sample of teachers in terms of their knowledge of professional education and liberal arts, and to determine the relation of such knowledge to children's achievement. The TEEP examination consists of two parts, professional education with four sub-scores and liberal arts with three sub-scores.

Table 23 below presents the median percentile level and the range of perentile levels for the three teacher types for each part of the examination. Table 24 presents the mean scores for the professional education and the liberal arts part of the examination.

Table 25 presents the mean children's achievement for the high and low scoring halves of each teacher type group separately on the basis of the professional education and liberal art scores.

Table 23

Percentile Medians and Ranges for Different Sub-scores on the TEEP Examination*

	A		B		C		T	
	Median	Range	Median	Range	Median	Range	Median	Range
Foundations of Educ.	70	2-99	38	2-81	45	1-99	53	1-99
Child Develop. & Ed.Psych.	78	25-99	36	4-90	36	4-99	44	4-99
Guidance & Measurement	87	53-99	74	20-99	74	2-99	79	2-99
Instructional Methods	79	21-99	64	9-98	60	1-98	70	1-99
English	59	31-93	59	6-99	59	19-99	59	6-99
Humanities & History	92	15-99	80	7-99	61	3-99	80	3-99
Science & Mathematics	66	7-99	66	3-93	66	15-99	66	3-99

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* Percentile levels taken from ETS Manual on Interpretation of TEEP scores.

Table 24

Mean Scores – Professional Education and Liberal Arts – on the TEEP Examination

Teacher Type	Professional Education	Liberal Arts
A	102.5	70.8
B	85.3	66.4
C	90.5	68.7

Table 25

Mean Children's Achievement Gain for High and Low Knowledge Groups of Teachers

Teacher Type	n	Professional Education	Liberal Arts
A(high score group)	6	.696	.768
(low score group)	6	.895	.823
Total		.795	.795
B(high score group)	5	1.026	.803
(low score group)	5	.988	1.184
Total		1.007	1.007
C(high score group)	10	.716	.743
(low score group)	10	.829	.832
Total		.787	.787
All Teachers			
(high score group)		.808	.780
(low score group)		.895	.923

The evidence of Table 23 reveals that the sample of teachers involved in the study is fairly representative of the teacher population which has been used to norm the TEEP examination. It is noted in this connection that the norming population consists of teacher education students just finishing their professional and liberal arts training (upper senior year students).

The evidence of Table 24 reveals that A type teachers appear to have more information in both professional and liberal arts(but the difference is not statistically significant) than the B type teachers.

The evidence of Table 25 reveals that no significant relationship exists between the teacher's professional knowledge and the achievement of children. A definite negative relationship which does not quite reach statistical significance at the five percent level, however, also appears to exist between the liberal arts knowledge of the teachers and the achievement of their pupils. This same relationship was noted in a direct correlational analysis presented in Section 7.0.

13.0 Observer Ratings for the Three Types of Teachers

The mean observer ratings for each characteristic on the Teacher Observation Scale are presented in Chart 18. In this chart, the teacher type (A, B or C)receiving the highest mean rating for a given kind of behavior is represented by a scale value of 10.0.

Even though none of the differences in the chart are statistically significant, the differences for a number of the variables are quite consistent with the personality descriptions of the three types of teachers, particularly for the A and B teachers. It is noted that the B teachers have relatively low means on democratic, flexible, creative thinking emphasis, stimulating, facilitating (psychological climate) and alert and participating (child behavior). On the other hand, B has relatively high (for B) means in consistency, individualized instruction and child centered (psychological climate).

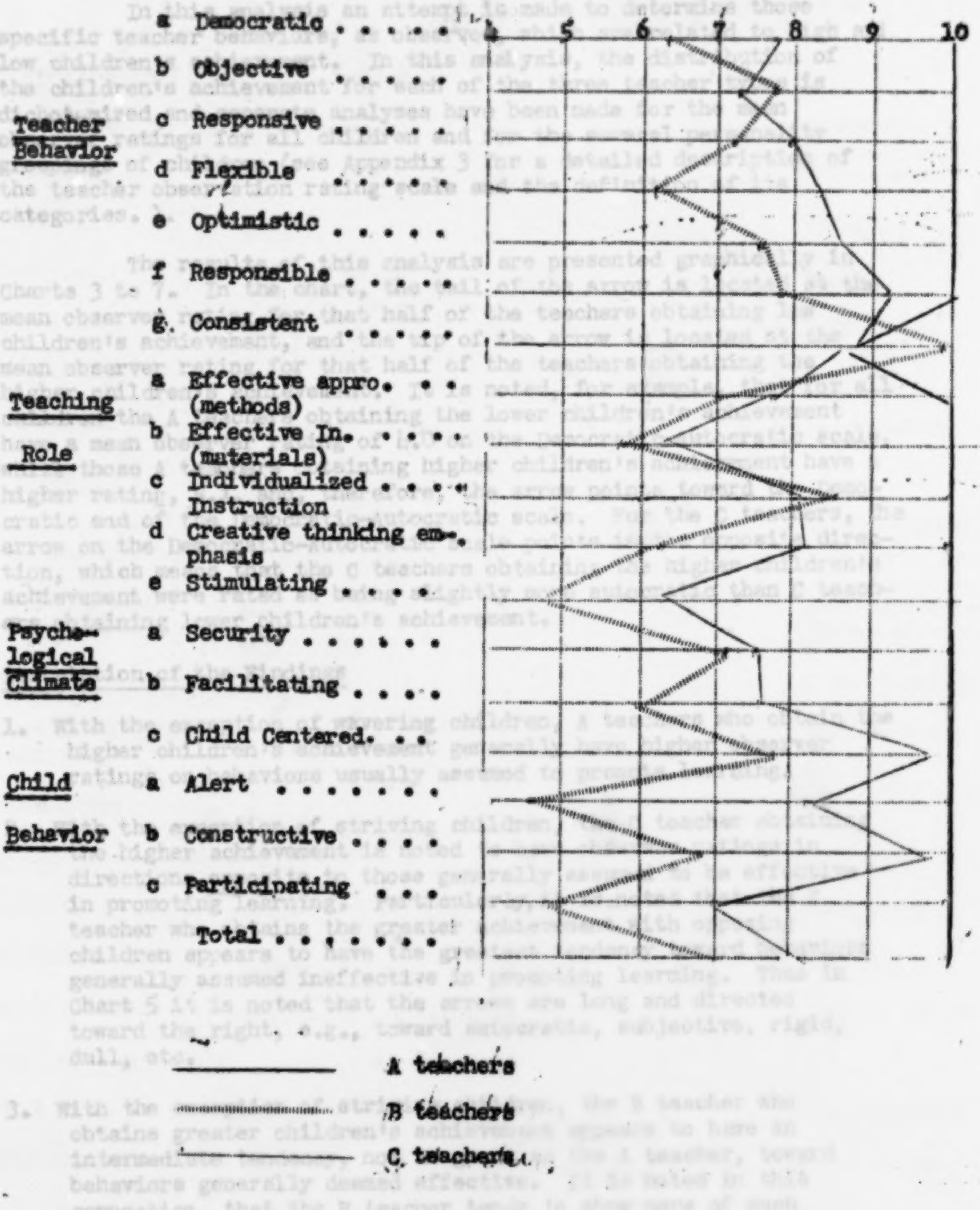
The A teacher means relatively are highest on democratic, responsive, effective methods, effective materials, stimulating, and security and facilitating (psychological climate). The A teacher has relatively the lowest means on consistency, individualized instruction and child centered (psychological climate).

The C (fearful) teacher has, relative to himself and other teachers, high means on responsible, and child centered (psychological climate) and relatively low means on objective, democratic and responsive.

It appears, therefore, that even though none of the differences among the three types of teachers reach statistical significance for an individual category, the profiles of means for all categories appear to be quite consistent with the personality descriptions presented in section 4 for the A (turbulent), B (self-controlling) and C (fearful) teachers.

Chart 18

Mean Observer Ratings
for A, B and C Teachers
Relative Scale



14.0 Differences Between Teachers Obtaining High and Low Children's Achievement from the Standpoint of theTeacher Observation Data

In this analysis an attempt is made to determine those specific teacher behaviors, as observed, which are related to high and low children's achievement. In this analysis, the distribution of the children's achievement for each of the three teacher types is dichotomized and separate analyses have been made for the mean observer ratings for all children and for the several personality groupings of children (see Appendix 3 for a detailed description of the teacher observation rating scale and the definition of its categories.).

The results of this analysis are presented graphically in Charts 3 to 7. In the chart, the tail of the arrow is located at the mean observer rating for that half of the teachers obtaining low children's achievement, and the tip of the arrow is located at the mean observer rating for that half of the teachers obtaining the higher children's achievement. It is noted, for example, that for all children the A teachers obtaining the lower children's achievement have a mean observer rating of 4.0 on the Democratic-Autocratic scale, while those A teachers obtaining higher children's achievement have a higher rating, 5.1, and, therefore, the arrow points toward the Democratic end of the Democratic-Autocratic scale. For the C teachers, the arrow on the Democratic-Autocratic scale points in the opposite direction, which means that the C teachers obtaining the higher children's achievement were rated as being slightly more autocratic than C teachers obtaining lower children's achievement.

Description of the Findings

1. With the exception of wavering children, A teachers who obtain the higher children's achievement generally have higher observer ratings on behaviors usually assumed to promote learning.

2. With the exception of striving children, the C teacher obtaining the higher achievement is noted to have observer ratings in directions opposite to those generally assumed to be effective in promoting learning. Particularly, it is noted that the C teacher who obtains the greater achievement with opposing children appears to have the greatest tendency toward behaviors generally assumed ineffective in promoting learning. Thus in Chart 5 it is noted that the arrows are long and directed toward the right, e.g., toward autocratic, subjective, rigid, dull, etc.

3. With the exception of striving children, the B teacher who obtains greater children's achievement appears to have an intermediate tendency, not as great as the A teacher, toward behaviors generally deemed effective. It is noted in this connection, that the B teacher tends to show more of such behaviors with opposing and wavering children.

CHART 3

TEACHER OBSERVATION DATA

All Children

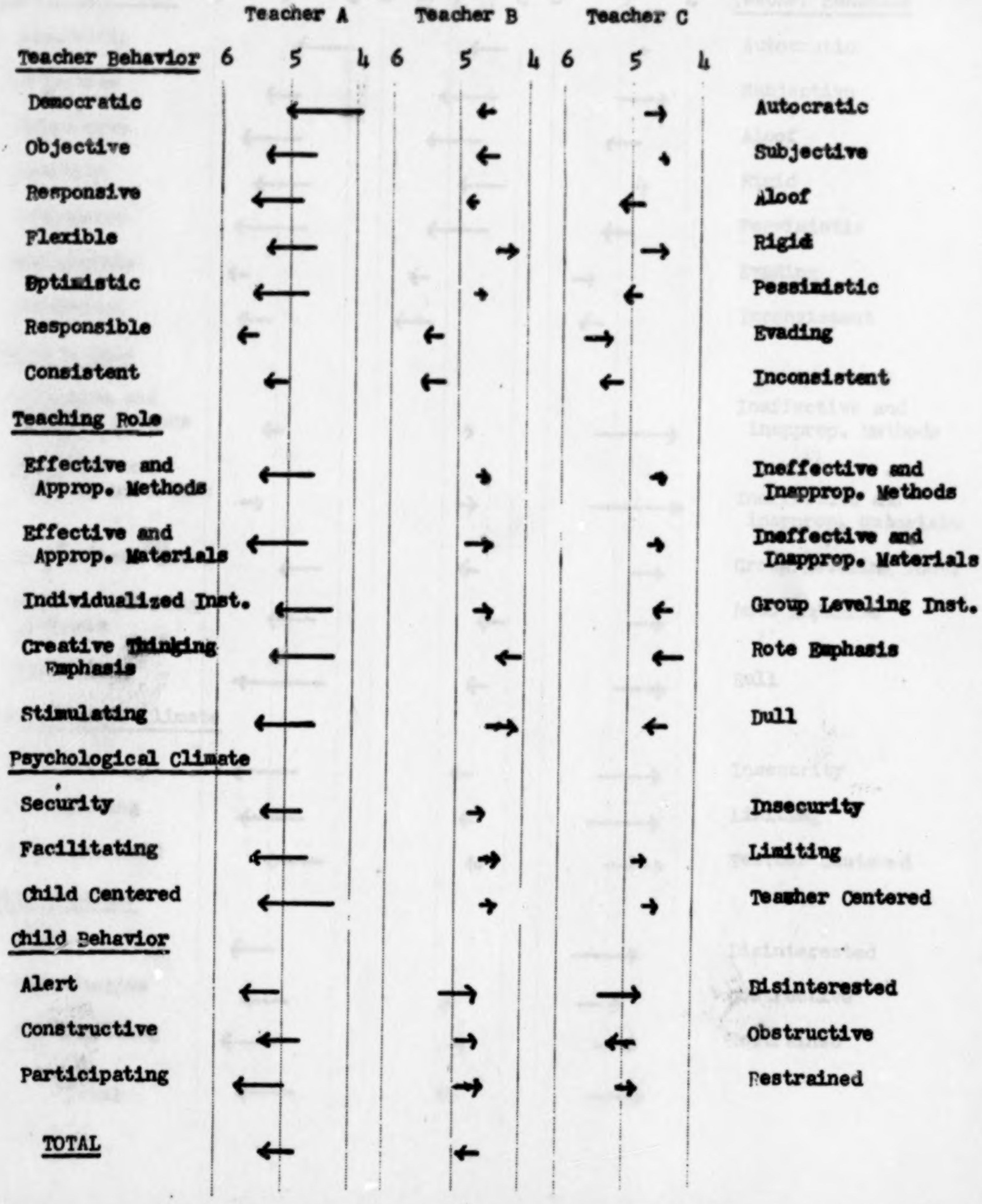


CHART 4

TEACHER OBSERVATION DATA

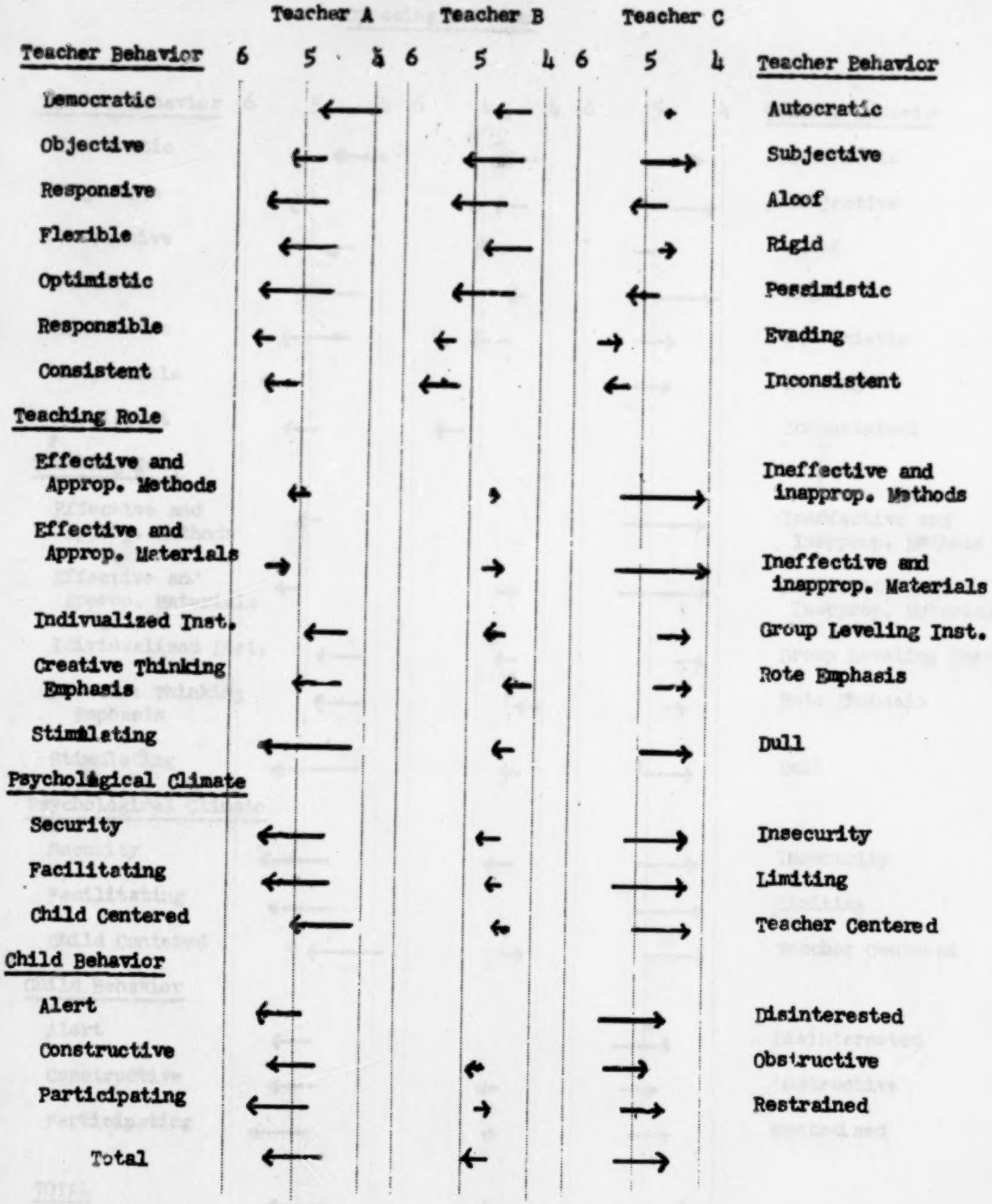


CHART 5

TEACHER OBSERVATION DATA

Opposing Children

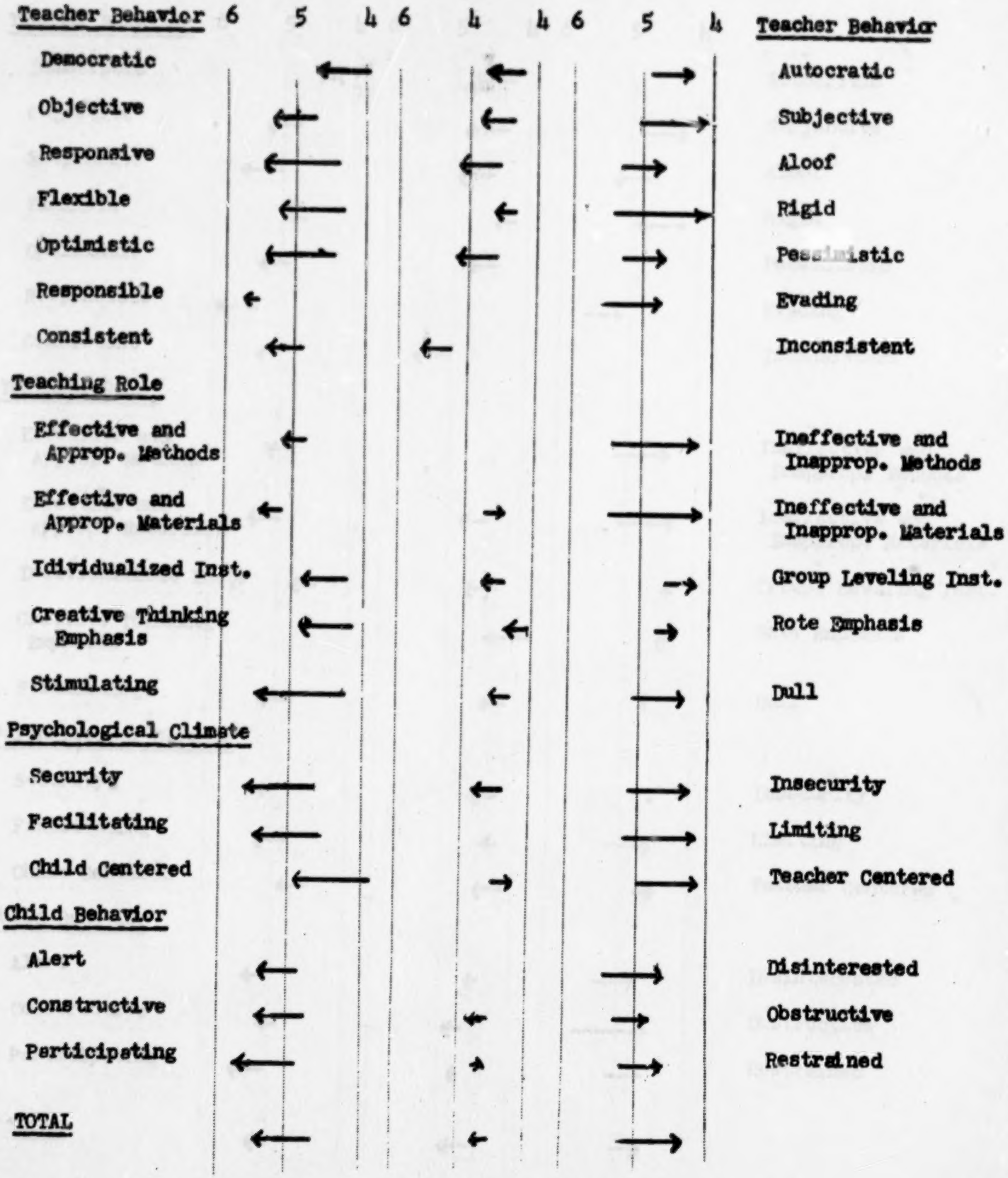


CHART 6

TEACHER OBSERVATION DATA

Wavering Children

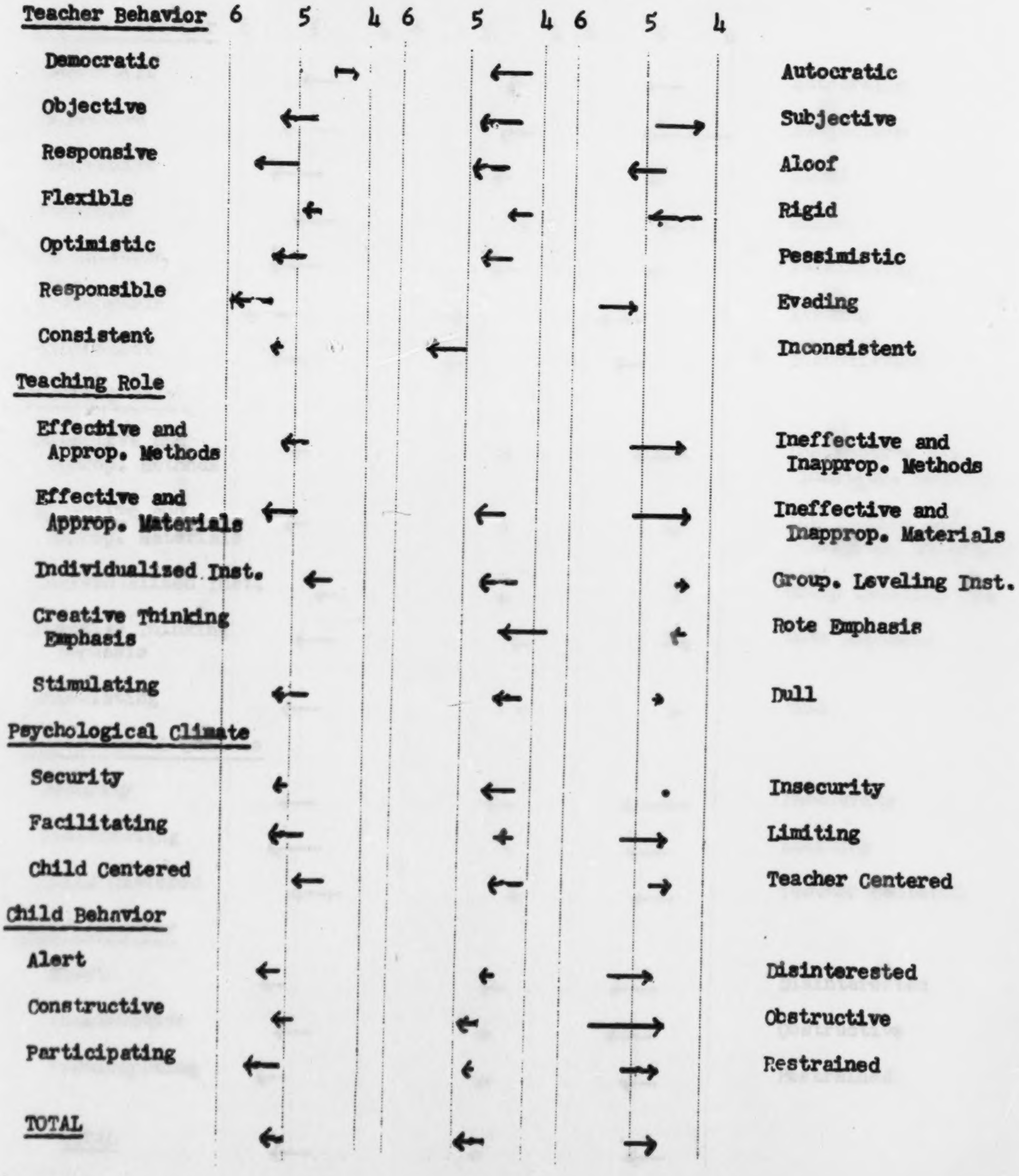
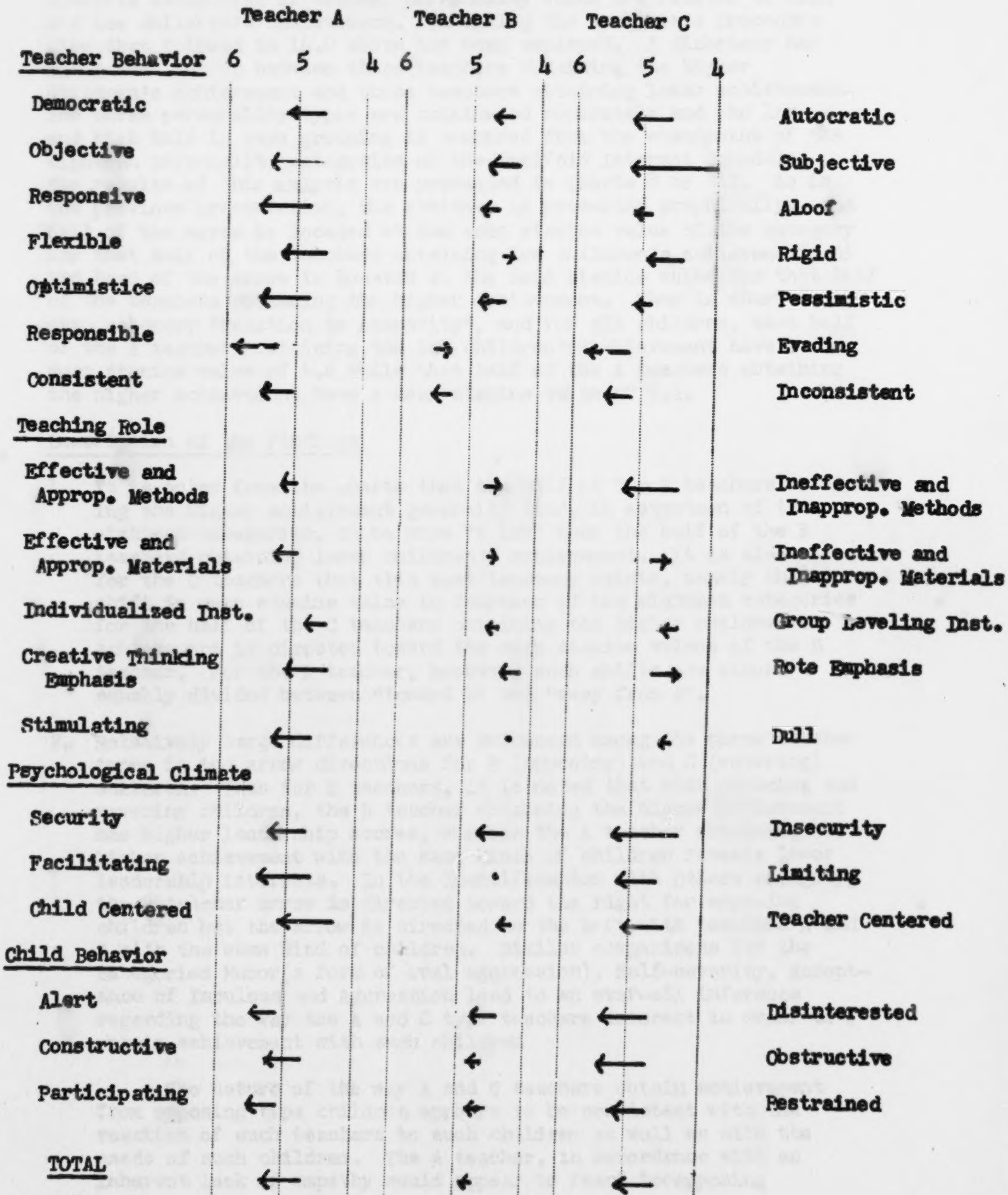


CHART 7

TEACHER OBSERVATION DATA

Striving Children



15.0 Differences between Teachers Obtaining High and Low Achievement from the Standpoint of the Teacher Personality Data

In this analysis an attempt is made to determine those specific categories of teacher personality which are related to high and low children's achievement. In making the analysis a procedure like that folbwed in 14.0 above has been employed. A dichotomy has again been set up between those teachers obtaining the higher children's achievement and those teachers obtaining lower achievement. The three personality types are considered separately and the low and high half in each grouping is compared from the standpoint of the eighteen personality categories of the Manifold Interest Schedule. The results of this analysis are presented in Charts 8 to 17. As in the previous presentation, the evidence is presented graphically. The tail of the arrow is located at the mean stanine value of the category for that half of the teachers obtaining low children's achievement, and the head of the arrow is located at the mean stanine value for that half of the teachers obtaining the higher achievement. Thus in chart 8 for the category "Reaction to Authority", and for all children, that half of the A teachers obtaining the low children's achievement have a mean stanine value of 4.6 while that half of the A teachers obtaining the higher achievement have a mean stanine value of 5.4.

Description of the Findings

1. It is noted from the charts that the half of the B teachers obtaining the higher achievement generally tend, in seventeen of the eighteen categories, to be more "B ish" than the half of the B teachers obtaining lower children's achievement. It is also noted for the C teachers that this same tendency exists, namely that the shift in mean stanine value in fourteen of the eighteen categories for the half of the C teachers obtaining the higher children's achievement is directed toward the mean stanine values of the B teacher. For the A teacher, however, such shifts are almost equally divided between "toward B" and "away from B".

2. Relatively large differences are evidenced among the three teacher types in the arrow directions for B (opposing) and C (wavering) children. Thus for B teachers, it is noted that with opposing and wavering children, the B teacher obtaining the higher achievement has higher leadership scores, whereas the A teacher obtaining the higher achievement with the same kinds of children reveals lower leadership interests. In the Identification with Others category, the B teacher arrow is directed toward the right for opposing children but the arrow is directed to the left with teachers A and C with the same kind of children. Similar comparisons for the categories Humor(a form of oral aggression), Self-severity, Acceptance of Impulses and Aggression lead to an over-all inference regarding the way the A and C type teachers interact in order to obtain achievement with such children

The nature of the way A and C teachers obtain achievement from opposing type children appears to be consistent with the reaction of such teachers to such children as well as with the needs of such children. The A teacher, in accordance with an inherent lack of empathy would appear to react tocopposing

CHART 8

TEACHER PERSONALITY DATA

Direction and length of arrow represents mean difference from low achieving teachers to high achieving teachers.

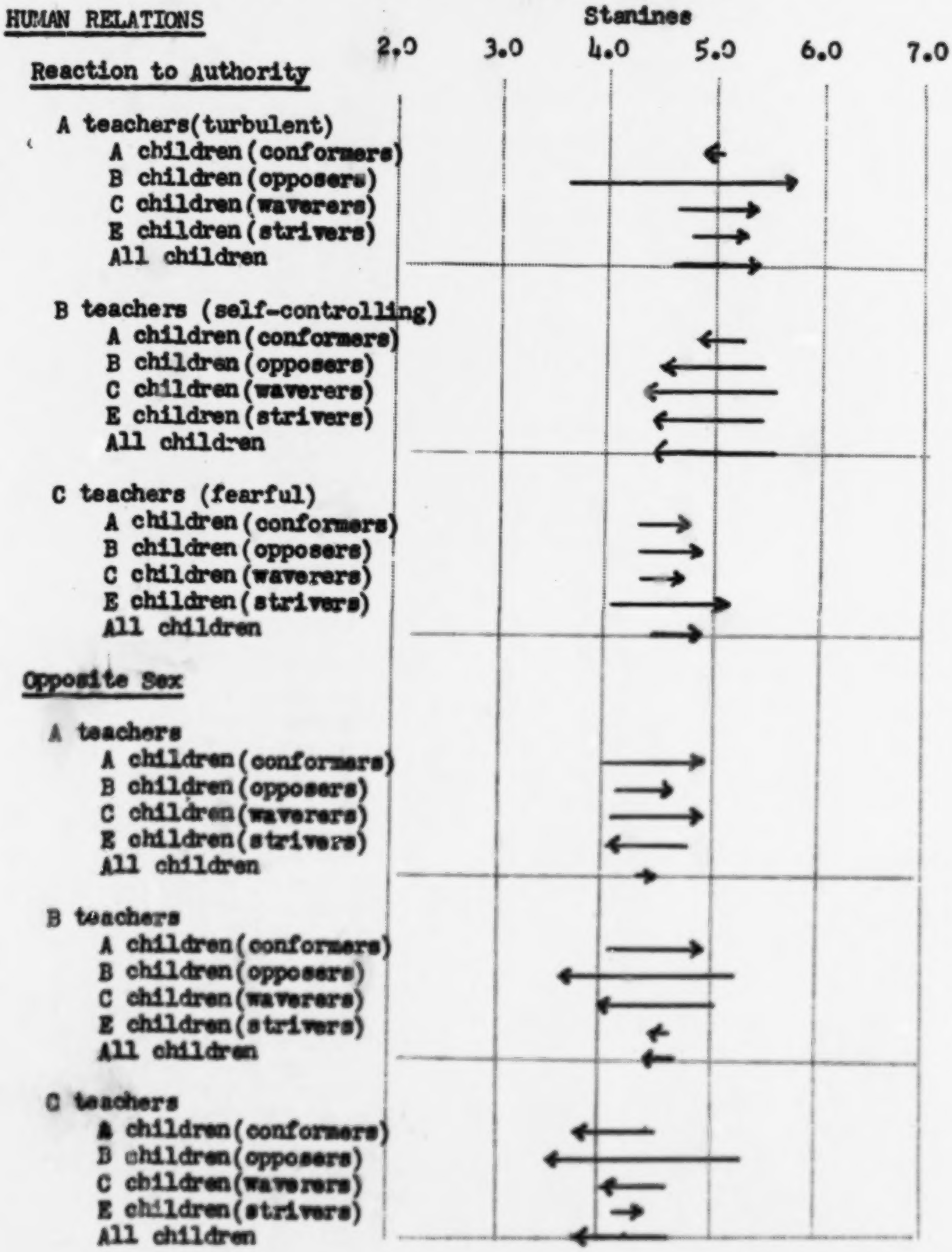


CHART 9

TEACHER PERSONALITY DATA (cont.)

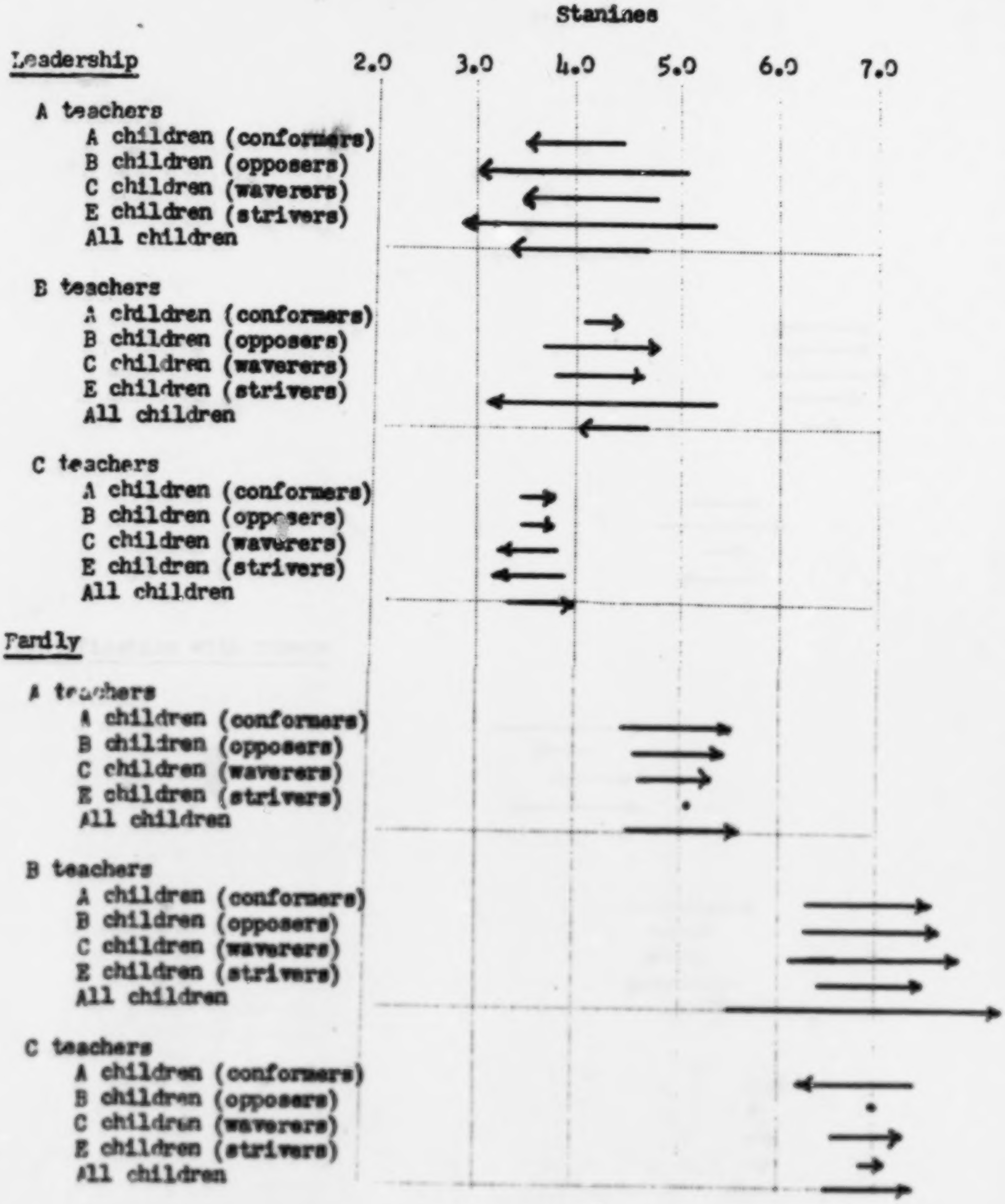


CHART 10

TEACHER PERSONALITY DATA (cont.)

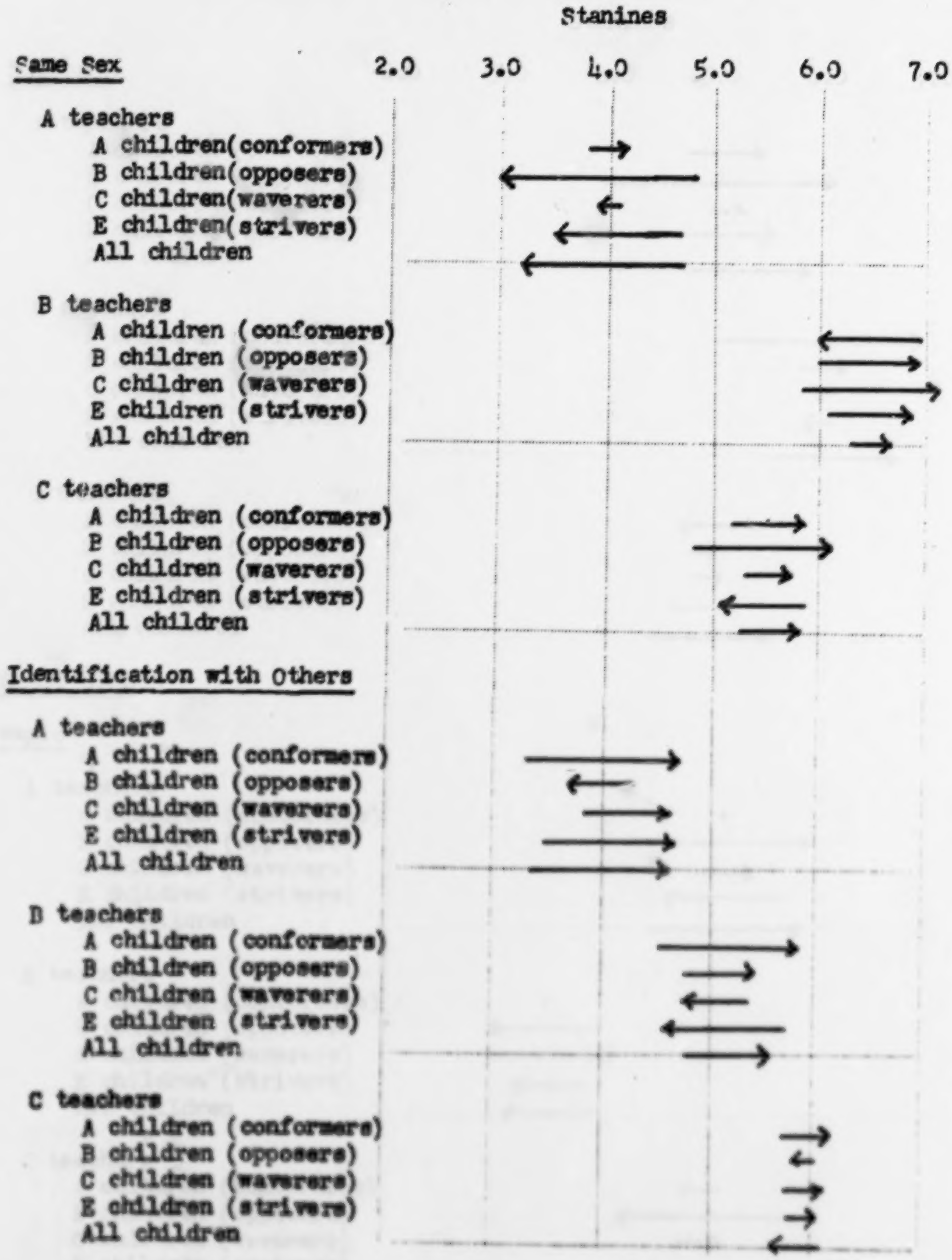


CHART 11

TEACHER PERSONALITY DATA (Cont.)

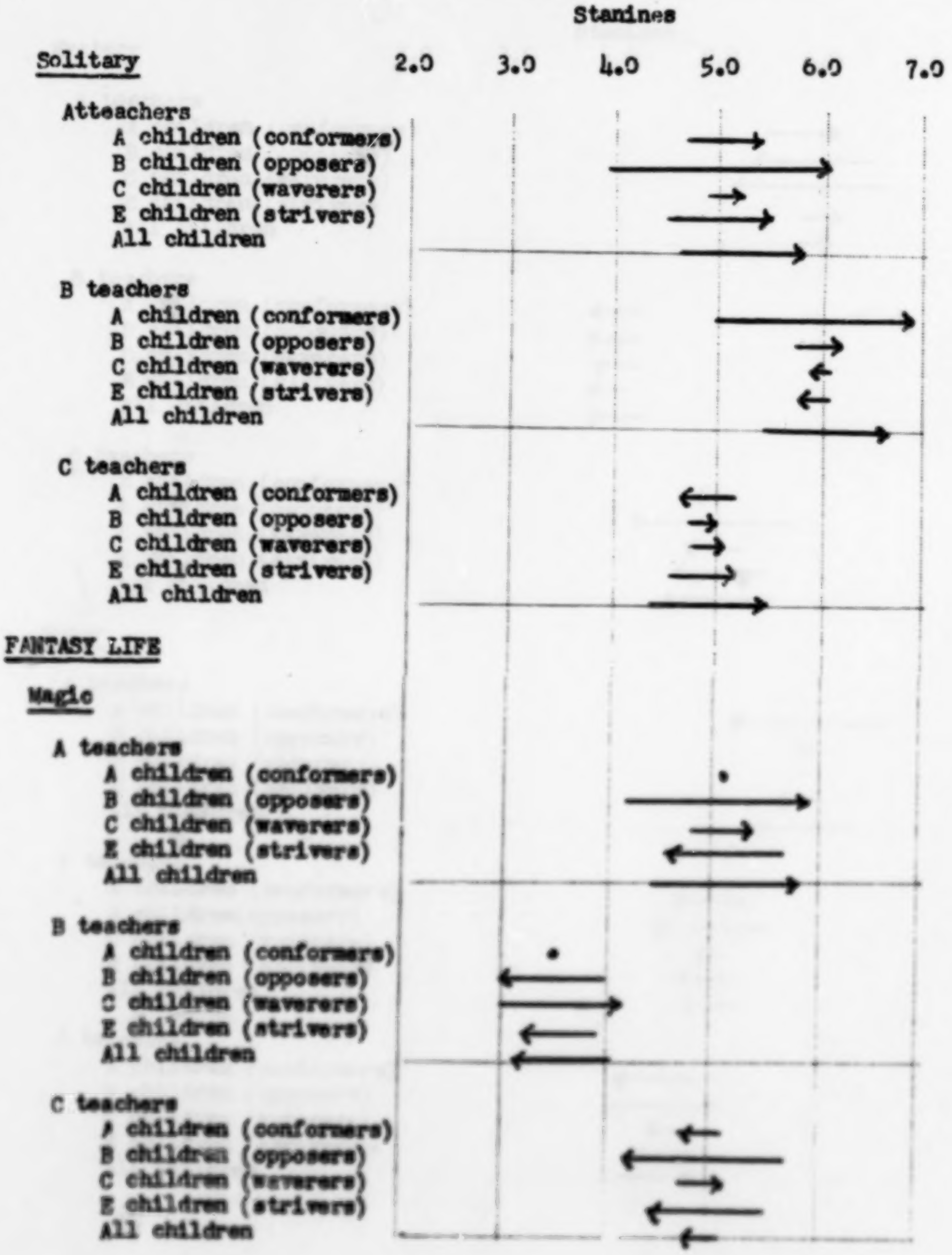


CHART 12

TEACHER PERSONALITY DATA (cont.)

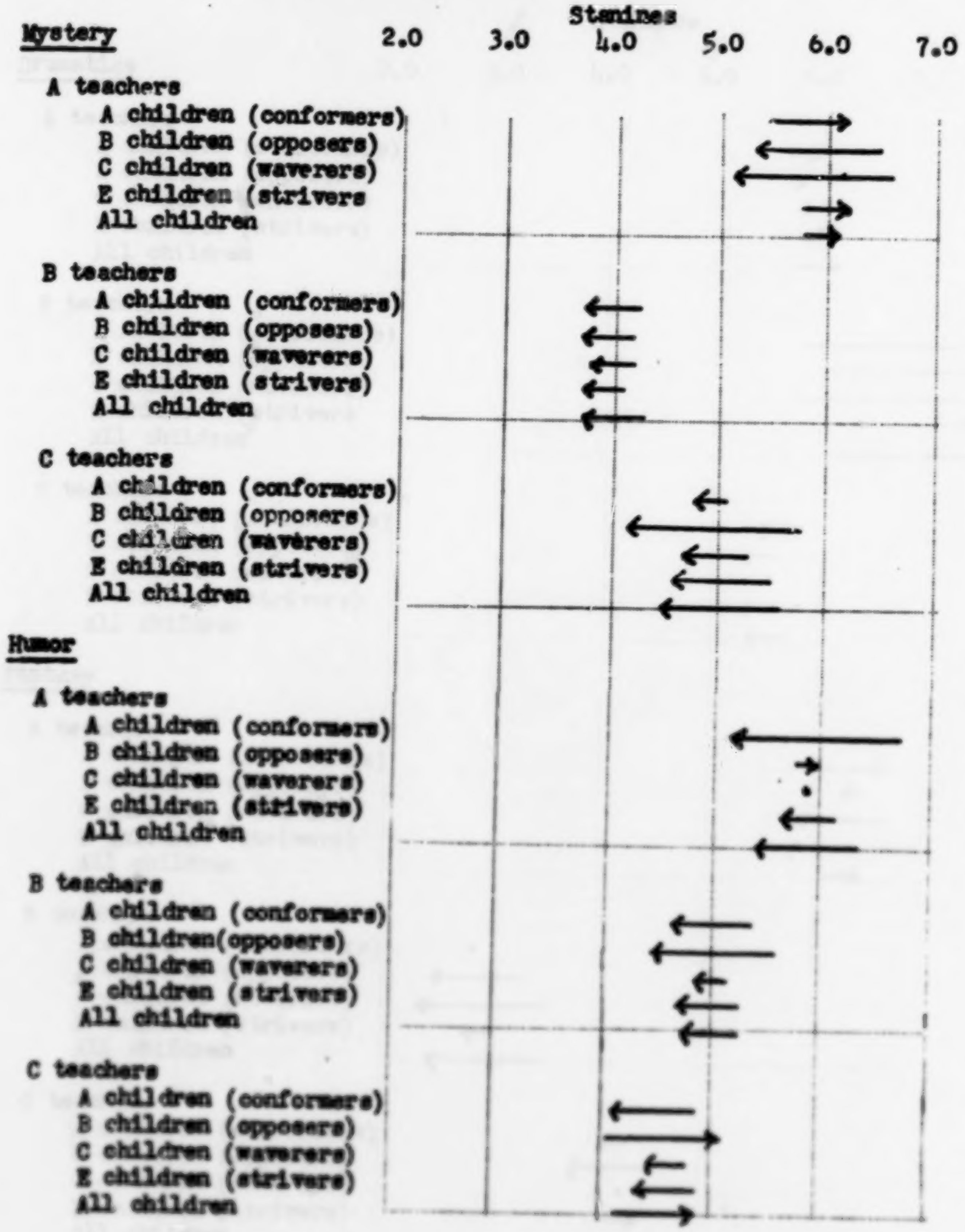


CHART 13

TEACHER PERSONALITY DATA (cont.)

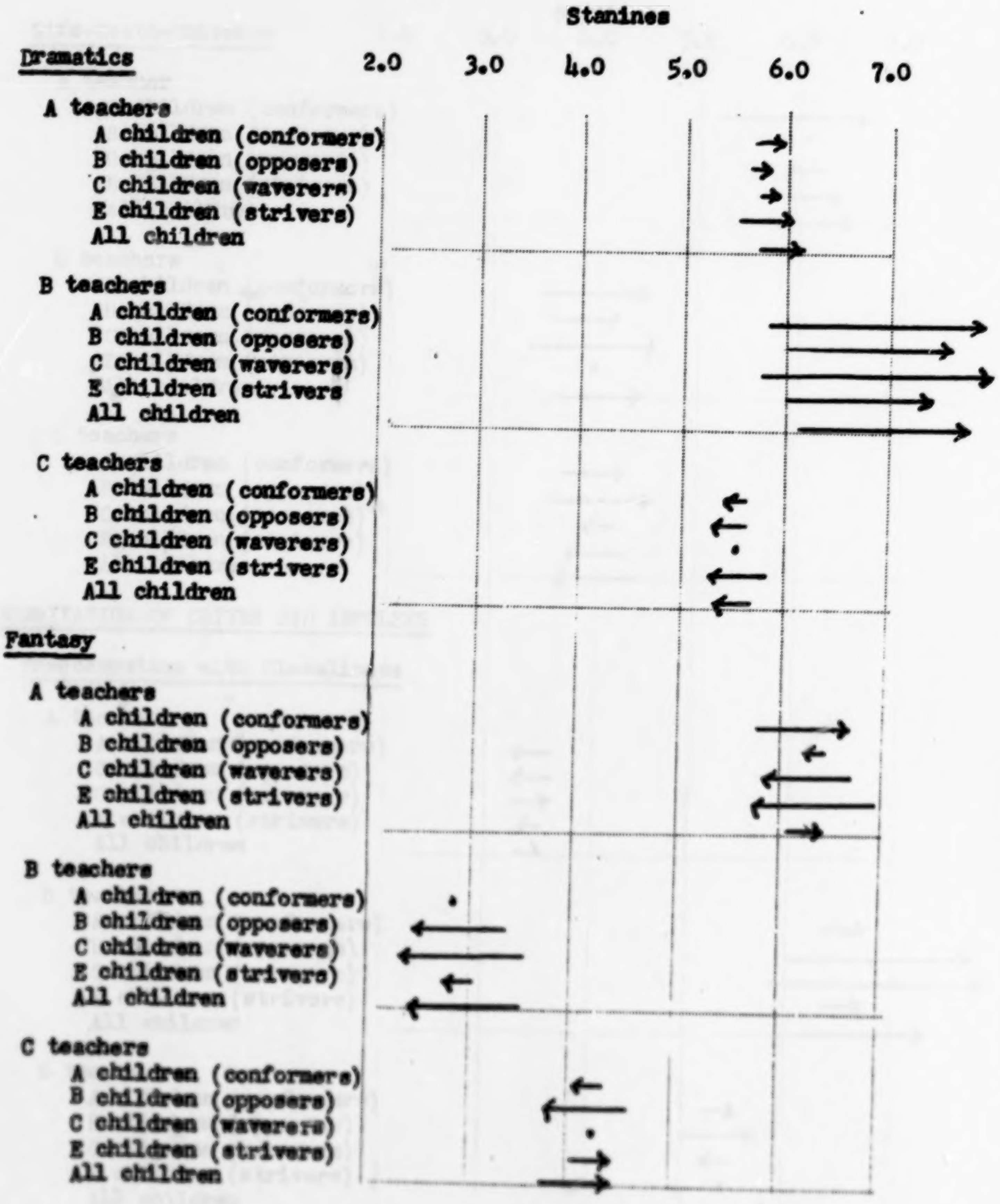


CHART 14

TEACHER PERSONALITY DATA (cont.)

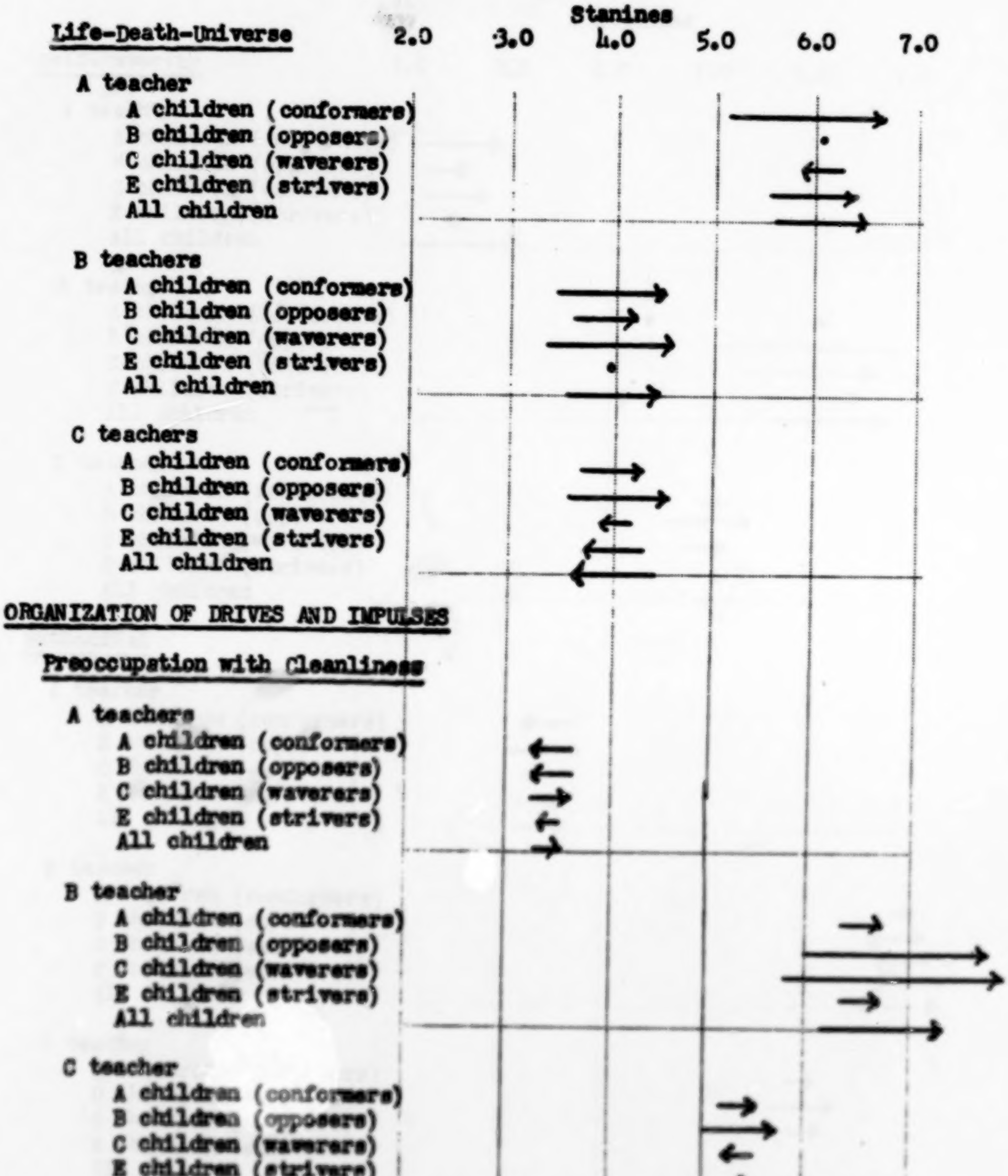


CHART 15

TEACHER PERSONALITY DATA (cont.)

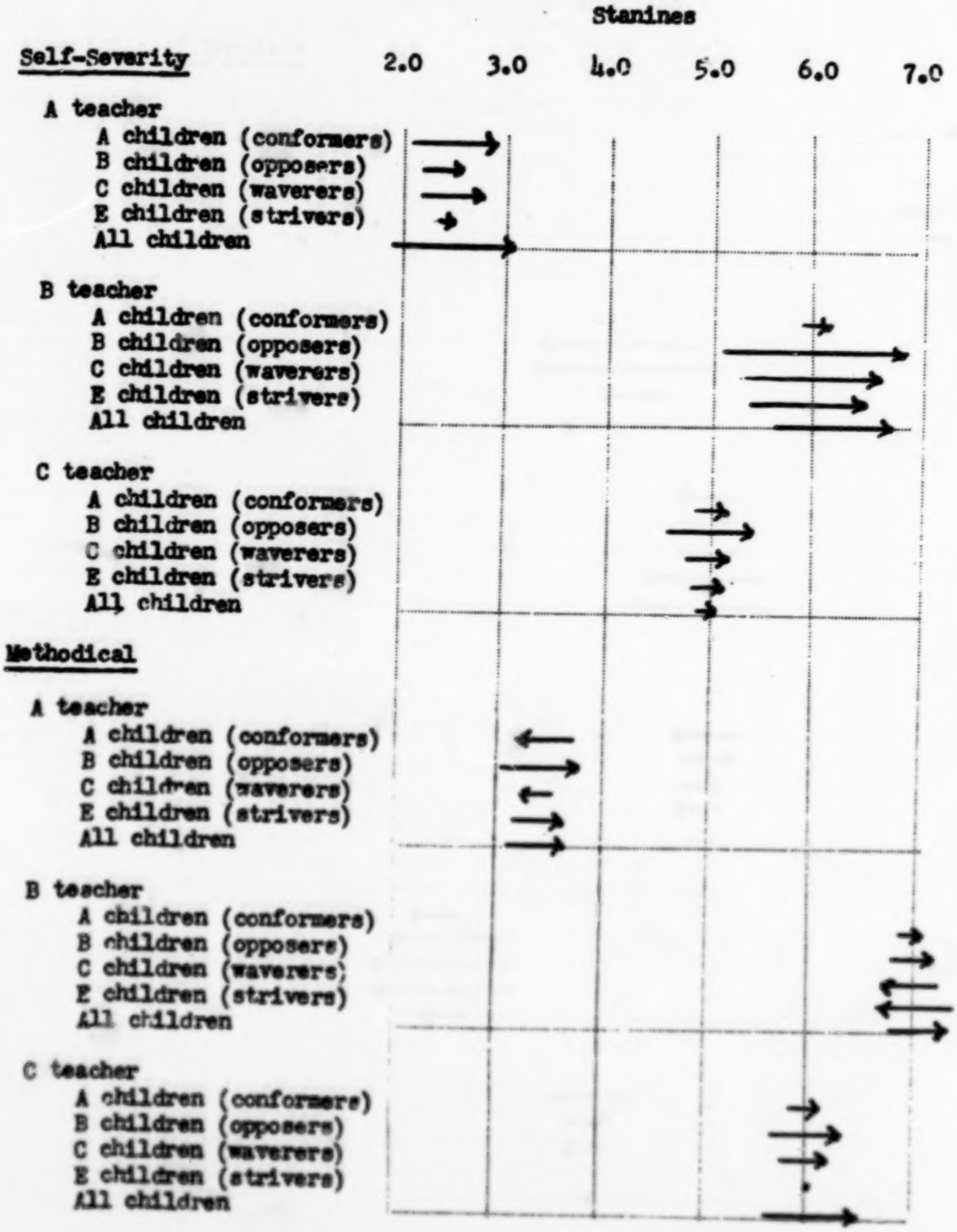
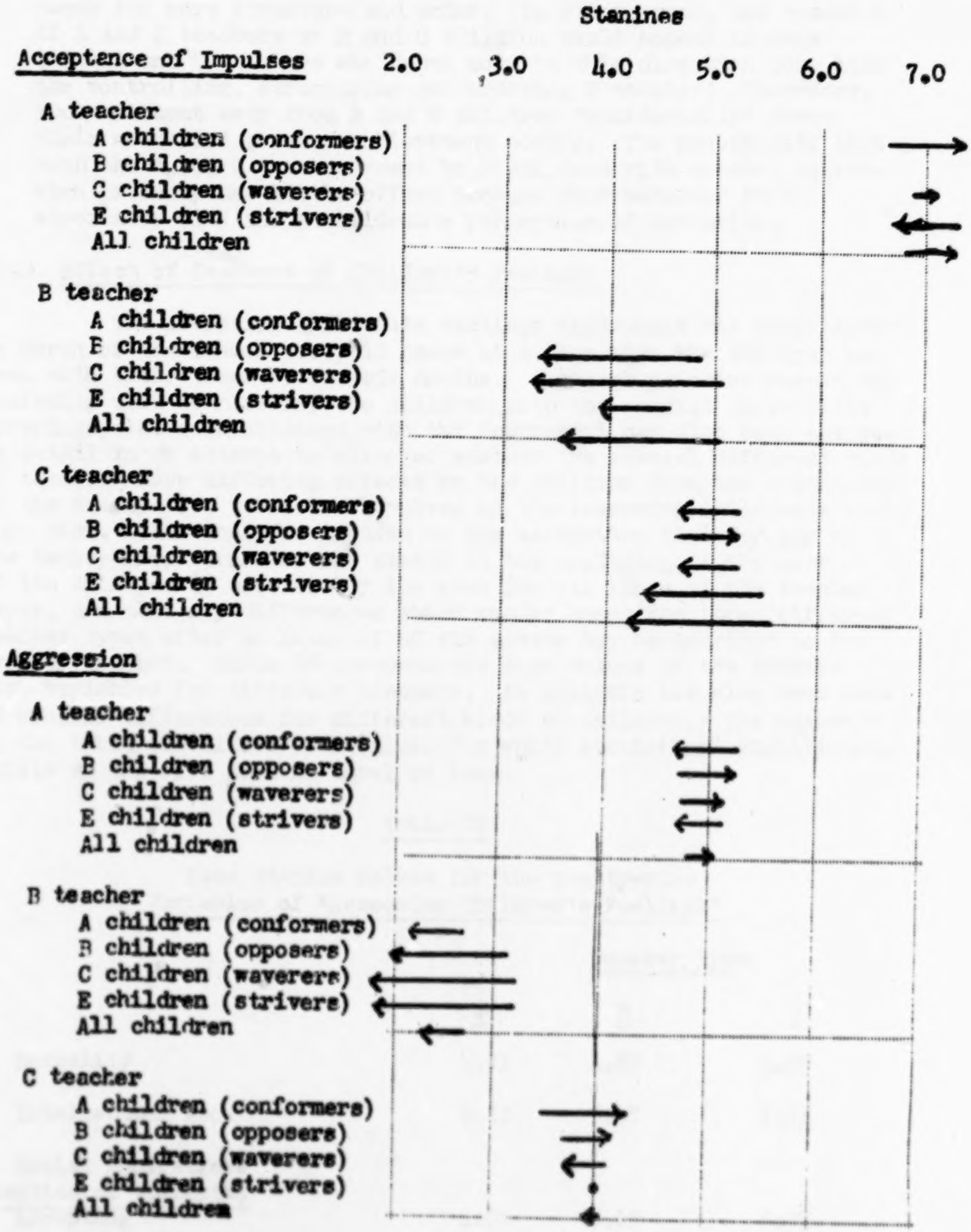


CHART 16

TEACHER PERSONALITY DATA (cont.)



children by moving away from them. Such movement away would appear to take the form of being more autocratic and controlling. Such movement for B and C children would appear to meet their needs for more structure and order. In other words, the reaction of A and C teachers to B and C children would appear to make those A and C teachers who react most in this direction more like the controlling, structuring and ordering B teacher. Therefore, such movement away from B and C children "accidentally" meets their needs and greater achievement occurs. The probability that both the A and C teacher react to B children with greater aggression probably has little effect because such behavior is in accordance with the B children's perception of authority.

16.0 Effect of Teachers on Children's Feelings

The Assessing Children's Feelings instrument was administered in March of the school year,and hence at a time when the children had been with their teachers for six months. Although this instrument was basically used to classify the children into the several personality groupings, the data obtained with the instrument has also been analyzed in detail in an attempt to discover whether the several different kinds of teachers have differing effects on the children from the standpoint of the twenty-five variables involved in the Assessing Children's Feelings test. This analysis isbased on the assumption that for any of the twenty-five variables the status at the beginning of the year of the children is essentially the same for all three of the teacher types, and that any differences which appear among the three different teacher types after an interval of six months may be ascribed to the type of teacher. Table 26 presents the mean values of the twenty-five variables for different teachers. An analysis has also been made of similar differences for different kinds of children. The asterisk in the table identifies mean values for which statistical significance exists at the five percent level or less.

Table 26

Mean Stanine Values for the Twenty-Five Variables of "Assessing Children's Feelings"

	Teacher Type		
	A	B	C
1 Sexuality	4.91	4.89	4.89
2 Intellectual Asp.	5.22	5.37	5.15
3 Social Aspirations			
Perception of Authority			
4 Accepting	4.89	5.12	5.02
5 Controlling	4.81	4.97	4.79
6 Threatening	5.30	5.37	5.15

Table 26 (cont'd.)

		Teacher Type		
		A	B	C
7	Ineffectual	5.20*	4.74*	5.18*
Feelings				
8	Hostility projected	5.59*	5.42	5.26*
9	Hostility provoked	5.56	5.29*	5.63*
10	Inadequacy	4.86	5.04	4.81
11	Anxiety	4.71	4.43*	4.80*
Reaction				
12	Passive Resistance	4.75	5.02	5.02
13	Dependency	4.67	4.62	4.64
14	Independence	5.12	5.26	5.07
15	Non-accept. of resp.	4.83*	5.25*	4.98
16	Displacement	5.21	5.45	5.02
17	Denial	4.65*	5.08*	5.09*
18	Internalizing	4.74	4.74	4.79
19	Isolating Feelings	5.15*	4.85*	5.00
20	Exhibitionism	5.07	5.07	5.17
21	Ingratiation	5,22	5.28	5.19
22	Regression	4.57	4.76	4.72
23	Somatization	4.08	4.34	4.24
24	Withdrawal	5.14*	5.48*	5.49*
25	Submission	4.55	4.46	4.37

Description of Findings

A Type Teachers. The children under the A type (turbulent) teacher in comparison with children under B and C type teachers, appear to reveal more feelings of active resistance and hostility. This is particularly true for the wavering and opposing child. Note here the fact that least children friendliness gain occurred with A teachers. All children with an A teacher also have a high perception of authority as ineffectual. These children furthermore reveal a high isolation and low denial of feelings.

B Type Teachers. The children under the B type (self-controlling) teacher are low in feelings of active resistance and hostility, particularly the wavering child. Note here, too, that the greatest friendship gains occur under the B teacher. The children under the B teacher have the highest perception of authority as controlling, but also the highest perception of authority as effectual. These children also have the higher intellectual aspiration, particularly the opposing and wavering children.

C Type Teachers. The children under the C type (fearful) teacher have the lowest perception of authority as controlling or threatening but a high perception of authority as ineffectual. These children also demonstrate the least intellectual aspiration and appear to have high feelings of provoked hostility and anxiety, particularly the wavering children.

17.0 Different Kinds of Achievement for Children of Different Personalities

In the following table, mean raw gains (uncorrected for IQ differences) are presented for children of different personalities and for the several sub-tests making up the Stanford Achievement battery. The parenthesis indicates the group n and the values in the dev. column are the deviations of sub-test means from the average of sub-test means.

Table 27

Mean Raw Gains (years) in Different Subjects for Children of Different Personalities

	Conformers		Opposers		Waverers		Strivers	
	Gain	Dev.	Gain	Dev.	Gain	Dev.	Gain	Dev.
Read.	.728(232)	-.145	.768(192)	-.064	.738(91)	-.014	.853(157)	-.147
Spell.	.675(230)	-.198	.968(192)	.136	.593(89)	-.159	1.106(156)	.106
Lang.	.897(231)	.024	.840(193)	.008	.731(88)	-.021	1.015(156)	.015
Arith.	.983(223)	.110	.873(193)	.041	.875(89)	.123	1.008(155)	.008
SocSt.	.934(91)	.061	.743(101)	-.089	.675(49)	-.077	1.013(85)	.013
Sci.	1.022(87)	.149	.800(85)	-.032	.898(44)	.146	1.005(78)	.005
Mean Dev.		.114		.061		.090		.049
Mean IQ	107.3		103.3		111.2		107.1	

Table 27 reveals certain interesting differences in the kind and amount of children's achievement. It is noted that the achievement gain of opposing children is uniformly low in all subjects while that of the strivers is uniformly high, that is, opposing and striving children reveal the lowest dispersion in achievement gain among the different sub-scores. It is also noted that the pattern of achievement of the strivers would be consistent with their competitive and social aspiring nature, that is, to have greater achievement gains in those subjects in which they can compete actively in class, e.g., particularly spelling, language, arithmetic and social studies. It is noted in this connection that the lowest gain for the strivers occurs in reading, a subject which offers relatively fewer opportunities for actual class competition than other subjects. The pattern of individual sub-test achievement for conforming children is generally similar to that of the strivers but with greater variation.

For opposing children, the single outstanding plus deviation is for spelling. This deviation appears to be consistent with the opposing children's personality in the sense that such achievement would be relatively easier to obtain by all teachers than other kinds of achievement such as reading, language, arithmetic, etc.

18.0 Different Kinds of Achievement for Different Kinds of Children Taught by Different Kinds of Teachers

In Table 28 mean raw gains (uncorrected for IQ and school effect) are presented for different kinds of children taught by different kinds of teachers.

The evidence presented in Table 28 reveals an extremely significant view of the achievement obtained by different kinds of teachers.

1. The relatively high total achievement obtained by the B teacher is significantly concentrated in the communications area, notably in reading, spelling and language, and relative to the A teacher, lower in arithmetic and science.

2. Contrariwise, children taught by the A teacher appear to be relatively low in the communications area but high in science and mathematics.

3. Children taught by the C teacher reveal a significantly greater gain in social studies than those taught by the A and B teachers.

4. The data also reveal that for the individual sub-test achievement, the stubborn persistence of achievement of B (opposing) children with the B teacher and, with the exception of spelling, the consistently lower achievement of B children with A type teachers.

Table 28

Mean Achievement Gains (raw scores-uncorrected for IQ and school effect)

			Children Type			
Reading		A	B	C	E	Total
Teacher	A	.681(64)	.542(42)	.662(29)	.900(35)	.692(173)
	B	.969(56)	.957(61)	.860(20)	.987(47)	.958(184)
	C	.633(112)	.744(87)	.733(42)	.744(72)	.703(318)
Spelling						
Teacher	A	.406(64)	.813(43)	.050(28)	.782(38)	.532(173)
	B	1.201(50)	1.415(60)	1.116(20)	1.587(47)	1.364(177)
	C	.546(109)	.741(89)	.687(41)	.942(71)	.711(310)
Language						
Teacher	A	.935(62)	.400(43)	.810(28)	1.173(38)	.825(171)
	B	1.280(56)	1.201(61)	.527(18)	1.313(46)	1.189(181)
	C	.682(113)	.804(89)	.764(42)	.751(72)	.743(316)
Arithmetic						
Teacher	A	1.110(63)	.900(16)	1.096(29)	1.261(38)	1.085(176)
	B	.861(54)	.779(58)	.716(18)	1.047(44)	.866(174)
	C	.978(106)	.921(89)	.740(42)	.867(73)	.910(310)
Social Studies						
Teacher	A	.696(27)	.493(30)	.747(19)	.909(21)	.690(97)
	B	.757(26)	.800(34)	.455(9)	.906(32)	.792(101)
	C	1.223(38)	.894(37)	.704(21)	1.187(32)	1.034(128)
Science						
Teacher	A	1.356(23)	1.093(29)	1.011(17)	1.371(21)	1.210(90)
	B	.865(26)	.709(33)	.833(9)	1.034(32)	.865(100)
	C	.906(38)	.560(23)	.822(18)	.660(25)	.773(104)

5. Profiles of academic interests for the three types of teachers reveal that generally the C teacher, with the exception of mathematics, has lower academic interests than the A or B teachers. The data also reveals that for the C teacher the high interests are social science, English and mathematics and that the sciences and foreign language are of relatively low interest. The data further reveals that the A teachers generally have the highest academic interests, mathematics excepted, and that B teachers have intermediate academic interests.

Studies made of the academic interests of Brooklyn College freshmen who fall in the several standard personality profiles give even sharper results. The following quotations regarding this point have been taken from the Manual on the

Manifold Interest Schedule:

> "The data revealed a high degree of similarity in academic interests for profile A (turbulent) men and women. Profile A persons appear to have a relatively high interest in biological and physical science, mathematics, sports and manipulative. This profile group reveals low academic interests in social science, English, music and dramatics."

> "Profile B students reveal some sex similarity in academic interests but not as sharply as profileA students. The pattern of academic interests for B profile students is generally reversed from that for profileA."

> "Profile C students appear to reveal some sex similarity in academic interests. High interest categories for the C profile group are social science, business and sports. Lowest interest categories are the sciences, fine arts and dramatics. C profile persons, both men and women, also reveal the lowest of the six profiles in the percent like of academic interests. A consistency thus appears between the academic interests for C profile persons and personality inferences to the effect that such persons with their fearfulness and dependency needs lack academic orientation."

It thus appears that the kinds of children's achievement gains (reading, spelling, science) obtained by the several teacher types are directly correlated with the extent and kinds of academic interests of the teachers themselves.

6. It also appears that the specific gains made by children are also directly related to the achievement of teachers falling in the several personality types. Studies of the academic achievement of Brooklyn College students falling into the several personality types have led to the following conclusions:[1]

> "Profile C men and women appear to have the lowest achievement of the six profile groups when entering college from the standpoint of high school average and entrance test results. The first year college achievement of such students appears to be low and consistent with "pre-college" achievement."

> "Profile A students (turbulent) appear to show the best performance in science and mathematics (particularly, when systematic laboratory work is not involved) and poorer performance in the social sciences and communication."

---

[1] Also taken directly from A Manual on the Manifold Interest Schedule

PART FIVE

DISCUSSION OF FINDINGS

The data obtained in this study readily separate into two parts. One relates to the material involving personality variables. The other relates to material concerning observers' ratings of teachers and to teacher knowledge.

The findings of this study concerning the efficacy of ratings and the importance of teacher knowledge as significant factors in teacher effectiveness are consistent with those of other investigators, that is, negligible correlation of children's achievement both with observers' ratings of teacher effectiveness and with teacher knowledge have been obtained. ~~As a matter of fact,~~ close inspection of ~~the~~ data shows that, in many instances, the teachers receiving poorer ratings by observers are the ones obtaining higher achievement with children.

It should be noted, in this connection, that all of the teachers in this study have had professional training. Therefore, the lack of any significant correlation of children's achievement either with the evidence from the observation material or the teacher knowledge data is within this population of teachers. It seems fairly evident, however, that not only is teacher knowledge an unimportant variable as a criterion of teacher effectiveness but also observer ratings, per se, are next to worthless in this respect. In a study done by Medley and Mitzel (1), they conclude: "These findings call into question the relevance of the whole of a considerable body of research in teacher effectiveness which has used ratings of some kind as a criterion of teacher effectiveness."

A problem involving observer ratings as they relate to teacher effectiveness is that, in a sense, they are dependent upon the observer's philosophy of education. A look at our Teacher Observation Scale will show that the left-hand side of the scale includes all those terms commonly considered descriptive of a "good" teacher. If, for instance, to firmly fix some material, a teacher found it necessary to be more limiting and use rote emphasis, she would be moving away from the picture of the "ideal" teacher. This might bring her rating down whereas in terms of effectiveness, she is actually doing a better job. This is not simply an artifact of our scale but a problem inherent in all observer rating scales. Furthermore, if two or more of these standards are particularly close to the heart of the observer and the particular teacher being rated is noted to be high on these attributes, a halo effect for other attributes is very likely, leading to a distortion in the entire rating which may be mild or severe.

It appears in this connection that the "rigid" and somewhat compulsive characteristics of the B teacher in comparison with the more live and "free-wheeling" characteristics of the A teacher were responsible for a somewhat downward rating of the B teacher and an upward rating of the A teacher.

The general hypothesis of this study that teacher and child personality variables and teacher-child interaction are important factors in determining teacher effectiveness is borne out by the data obtained. Since the findings concerning the personality variables are quite complex, the discussion has been separated into four divisions:

Children's Personality
Teachers' Interests
Effect of Teachers on Children
Effect of Children on Teachers

CHILDREN'S PERSONALITY

The findings of this study which relate children's achievement with their personality appear to be consistent with the general hypothesis that motivation for learning is significantly related to the child's personality structure. Thus, the "built-in" motivation of the striver appears to be mainly responsible for the relatively high achievement gain for this kind of child. The relatively low achievement gain by opposing children with their negative outlook appears to represent the other side of this coin.

It might also be pointed out that studies of underachievers have noted that hostility and difficulty in expression of hostility are an important attribute of underachievers (2). Opposing children more so than any of the other groups are characterized by an attitude of hostility and hypercriticalness even when this is not indicated in overt behavior. Kirk (3) postulates that underachievers are unable to direct hostility towards a frustrating person, using disguised and indirect routes.

The detrimental effect of anxiety, inherent in the wavering child, on achievement is also substantiated by the results of this study. In this connection the evidence also suggests the hypothesis that certain subjects notably arithmetic and science offer more security for the wavering (anxious) child than other subjects.

TEACHERS' INTERESTS

Common-sense observation has always told us that people who are greatly interested in a topic can carry us along with them by virtue of their enthusiasm aroused in us - even those farthest removed from the particular topic - an answering spark. We are swept along by the inspiration. The findings of this study confirm this common-sense observation. Children's achievement in specific subjects are correlated with the academic interest of the teacher's personality and such personality is in turn characterized by certain academic interest. The differential in academic interest appears to be sufficiently great that in subject areas where the teacher's interest is very strong, it works to overcome weakness that may be present in the personality structure of the teacher and in the teacher's functioning. This may be noted by the achievement of children in social studies with the C-type (fearful) teacher. The C-type teacher not only has the greatest personality problems, but is, generally, the least effective teacher of the three personality types considered in this study.

Effect of Teachers on Children

The A(turbulent) Teacher

In terms of total achievement gain, the A (turbulent) teacher would appear to come out second to the B (self-controlling) teacher. It should be noted, however, that the A teacher with all children obtains significantly more achievement in arithmetic and science than the B teacher. The A teacher also appears with all children to obtain somewhat more developed personal feelings, even though with such teachers there appears on the surface to be a less desirable perception of authority and a somewhat high level of projected hostility and anxiety. The A (turbulent) teacher appears to place little emphasis on structure and order and has thinking, conjecturing and objectivity as a center of focus. In this connection, this teacher probably tends to deal objectively with ideas of children and is not likely to use value judgments in evaluating interpersonal relations of the children or their performance. Neutrality and attention to outcomes are likely to prevail rather than judgments of personal value in terms of "good" and "bad". On the other hand, this type teacher would tend to move away from people and move towards ideas and would not show much warmth in relating to the children. In fact, A-type people are not, generally speaking, empathic. As to themselves, they are accepting of and free in expressing their impulses.

The characteristics of the A teacher regarding his focus of thinking, conjecturing and imagining with an associated variability in behavior and a lack of structuring and ordering, and the associated evidence regarding children's feelings, suggest an hypothesis regarding the reaction of children, to an environment in which there is little structure, boundaries which are not firm and unclear limits. The hypothesis is that such an environment is fundamentally threatening to all children (but more so to opposing and wavering children) and that children react to such threat with an upsurge of hostile feelings which may not be expressed overtly, but which will be projected onto the environment with a tendency to see many more things and people as hostile and hence more threatening. This is to say that the children tend to generalize the threat originally derived from the uncertainty engendered by an unclear melieu in which to operate. More generally this hypothesis implies that for children at this developmental age who have not had experience in imposing their own order and structure upon events, social situations, etc., a lack of clarity in structure and limits may not only lead to misperception of facts, but distortions of interpersonal relations and realities.

The A (turbulent) teacher obtained relatively high gains in achievement with conforming children. In this light, it should be noted that these children have introjected the standards of the adult world and have incorporated into their functioning sharply demarcated boundaries and limits. They, therefore, of all the children have the least need for external structuring and ordering.

At the other extreme stand the opposing children. These children would appear to have the highest intolerance of ambiguity. The deleterious effect of lack of structure upon their intellectual functioning is apparently heightened by the A-type teacher's amorphousness in this respect. This lack of structure seems to be an important contributing factor in the significantly low achievement gains made by these children with A-type teachers.

In relation to the contrasting achievement effects that A-type teachers obtain with opposing and conforming children, studies made by Phillips and his collaborators (4) seem relevant. Phillips has emphasized the need for structure and order as a characteristic of "disturbed" children and his results on the achievement gains of a group of disturbed children in classroom learning experiments where the setting was highly structured closely parallel the findings of this study.

It should be noted that although opposing children in particular seem to need warmth from adults, the absence of this characteristic in the A-type teachers may be hypothesized not to be a major factor in the relatively low achievement gains this kind of teacher obtains with these children. Thus, it is likely that the lack of warmth as well as the aggressiveness of this type teacher bears relatively little weight because these personality features are quite consistent with the usual perception such children have of authority figures in general.

With wavering children, also their uncertainty and need for external structure may be a major factor operating in their relatively low achievement gains with the A-type teacher. The amount of anxiety present in these children, however, and the debilitating effect such anxiety has both upon learning and efficiency seems to be primary since these children show low achievement gains rather consistently with all teachers.

Striving children, somewhat like conforming children, would appear to have less need for structure and order and, in fact, less total dependency needs than other children. The lack of structure and order of the A-type teacher is likely to have little effect therefore on the achievement of these children.

From the standpoint of children's feelings, freer expression of impulses and the generation of more positive self-attitudes appear in all children with the A-type teacher. The children show less tendency to deny or repress their feelings and, apparently, tend to "copy" from the A-type teacher a more developed way of defending against and being overwhelmed by emotion. Such results seem to stem from two factors in the A-type teacher's personality. One is the fact that "A" personalities accept their own impulses and, therefore, more readily accept the expression of feelings by others. Secondly, the "A" personality's objectivity and focus on outcomes rather than on people apparently creates an atmosphere where the child does not feel his value as an individual is under constant scrutiny and he becomes freed to be more outgoing. Rogers (5) in speaking of the therapeutic atmosphere quotes Standal's term "unconditional positive regard" and the beneficial effects this has upon patients. Although our

A-type teacher does not begin to approximate the "positive" postulated in this term of Standal, she, of all our teacher types, most closely approximates this state in that she may be said to create an atmosphere of objectively neutral regard. However, the absence of warmth is a strongly limiting condition as far as personality growth in children is concerned and must be kept in mind.

As to differential effect upon the various children, the wavering children show the most beneficial results showing most difference in terms of more positive self-assertion and much less tendency to withdraw.

In this connection, the analysis of the teacher's role playing evidence revealed an important finding. This analysis of teachers responses was made on the basis of three dimensions; oral acceptance of children's statements vs controlling responses, explanation-clarification vs confusing responses and goal directing vs laissez faire responses. The comparison of this evidence with children's feelings evidence revealed that the explanation-clarification dimension of response was more related to positive effects on children's feelings than the oral acceptnace or the goal directing dimension.

The A-type teacher has the lowest gain in friendliness as measured by the sociometric data. Three points seem important to consider in evaluating this material.

First, the freer expression of feelings by the children certainly also includes some hostility, previously held in check which now, overtly manifest, might contribute to less friendly feelings, at least temporarily, with and among certain children. Secondly, the A-type teacher moves away from dealing with and developing interpersonal relationships and her focus and emphasis may be reflected in the sociometric data. Thirdly, and more generally, children tend to openly express liking towards those children who are the highest achievers. It may be questioned, therefore, as to whether the ratings given reflect true friendliness per se. They may be highly contaminated by this tendency of children to try to associate with or be identified with the more successful children academically. Greatest gains in friendliness, for example, were made by the striving children who are also the highest in achievement gain.

The B-type teacher

This kind of teacher focuses on structure, order and planning. This focus is also accompanied by high work-orientation. There is likely to be a sensitivity to children's feelings and a warmth toward children, which is an integral part of this personality-type's character and which is not, therefore, predicated upon a need for her to feed upon the children's offering her affection. This teacher is also likely to emphasize interpersonal relationships in the classroom.

Not only does our B-type teacher attain the highest achievement gains generally for children, but there is also very uniform gains in achievement by the different personality-type children. Significant correlation of children's achievement gain with I.Q. may also be noted with the B-type teacher. The most impressive gains, however, are with the opposing children, and it may be postulated that their basic need for order and structure is being met and that this is the most important factor contributing to their increased achievement with this type teacher. The striking parallel here with the results of the work of Phillips and his collaborators mentioned previously and the impressive gains in achievement his disturbed group of children make in an atmosphere similar to that created by our B-type teacher may be noted.

Interestingly enough, opposing children with the B-type teacher tend to perceive authority as more controlling, but, at the same time, there is a clear-cut increase in their perception of authority as effective. It would appear, therefore, that these children are likely to be more threatened by and rebellious towards authority figures whom they regard as ineffectual, because of lack of structure and order, than towards authority figures who may be directly hostile to them. In this same connection, it should be pointed out that the role playing evidence revealed that the more controlling of the B teachers obtained 45 per cent more achievement from opposing children than the less controlling B teachers. On the other hand, the less controlling B teacher obtained greater achievement from conforming children.

Wavering children appear to profit also from the structuring and ordering characteristics of the B-type teacher, but less so than the opposing children.

The B-type teacher's effect on the children's feelings appears to be explained by the same hypothesis as that advanced above for the A teacher.

For all children with the B teacher, there is the fact noted above with opposing children, namely, that authority is perceived as more effective. Important also because of its close relationship with learning is the fact that anxiety is lowest with the B-type teacher. This significantly low anxiety level in comparison with other personality-type teachers seems to be closely related to this type teacher's emphasis on structure and order. The very likely implication of this characteristic is that the children know where they stand and what is expected of them.

A somewhat negative corallary is that children with B-type teachers appear to be less free in the expression of their feelings and tend to be less self-reliant, being more prone to disclaim responsibility and put it back in the hands of authority figures.

The C-type teacher.

This type teacher because of the pervasiveness of her fears, is likely to be anxious and variable in her behavior towards children. This kind of personality is one appearing to "play it by ear," a reflection of her weak ego structure. The behavior of this kind of teaching is likely to depend upon reactions of others filtering back rather than upon the objective exigencies of the situation or any consistent method or philosophy in regard to the variety of situations in everyday living. The inner flux experienced by this type of teacher and her own need for support would appear to make her unable to inject structure and order into the teaching atmosphere. This plus inability in addition to a variability in behavior seem to be the major factors in the relatively low achievement gains obtained by this teacher for all children except for the strivers. The high motivation for school success of striving children appears to surmount the ineffectivness of this type teacher.

The C-type teacher with her high level of anxiety also appears to have a negative effect upon the personality organization of children. Children with this type teacher appear to react with greater projection of hostile feelings. They also show more of a tendency to deny their reactions in a blanket-like primitive way and show more desire to withdraw from different situations.

To briefly recapitulate: A-type (turbulent) teachers appear to be most effective with conforming and striving children and quite ineffective with opposing and wavering children. Such teachers do, however, reveal significant differences in the kinds of children's academic gains. They obtain greatest gains in arithmetic and science and least gains in reading and communication skills, a pattern which correlates directly with those interest patterns extant with this type personality. A-type teachers also appear to induce more positive self-attitudes and freer expression of feelings in children, apparently because of their tendency to deal with intellectual processes in an objective manner and because of their lack . of evaluative personal judgments relative to the children's interpersonal relations or their work.

B-type (self-controlling) teachers appear to obtain consistent achievement gains with all kinds of children. Such teachers also reveal significant differences in the kinds of achievement gains by the children. These teachers in direct contrast to the turbulent teachers obtain greatest achievement gains in reading and communication and least gains in arithmetic and science. This is also consistent with their interest patterns.

C-type (fearful) teachers appear to be rather uniformly ineffective with all kinds of children except the strivers. The personality of C-type teachers, as in the case of the A and B teachers, also seems to reflect their academic interests and these are related to the children's achievement. Thus, children taught by the C-type teacher reveal relatively high achievement gain in social studies. C-type teachers also appear to have relatively clear-cut negative effects upon children in the sense of inducing anxiety and arousing more primitive defensive reactions.

One question comes to mind regarding the teachers' interaction with the children. Why do the apparently somewhat healthy personality trends shown in children with A-type teachers not reflect themselves in greater achievement gains? Although this question is not answerable from our data, two conjectures may be made. One is that consistent positive personality development over several years would eventually be reflected in achievement; the second is that as far as the acquisition of knowledge is concerned, at least during the elementary school years, it is easier to learn in a well-structured milieu than in one which is more chaotic. Inferentially, a time differential might be exceedingly important herein. Acquisition of basic skills and basic knowledge in a high-structured setting should perhaps precede a more-generalized, open setting in the classroom. The assumption that greater latitude in the classroom with more direction or responsibility coming from the child is desirable at this age and leads to better thinking and better ability to deal with his environment may be completely fallacious. The freedom to deal with ideas, the expectancy of creativity because of an open situation, without basic skills and knowledge in various areas that are well-integrated into the individual and without the kind of sureness, safety, and complete comfort that comes with thorough understanding of the possibilities or capabilities of a particular medium that frees one to explore with new combinations appears to be an expectancy that is as out of order as expecting a child to run before he can sit up.

The best fashion in which to acquire basic skills is still far from a settled question. Relevant here, perhaps, is Brookover's statement: (7) "pupils learn less information from teachers who maintain democratic roles than they do from those who are autocratic, although either role may be considered equally effective by supervisors." It is quite possible that the structuring and ordering characteristic within the autocratic role is the key to the acquiring of greater knowledge by the children. This would then agree with the findings concerning our B-type teacher who also, on supervisor's ratings, is considered to be in the direction of autocratic. In this connection also, Medley and Mitzel (8) state: "Teachers who rated themselves most effective in teaching fundamental skills (and who indeed did obtain more achievement,) tended to allow their pupils less opportunity to work in small, autonomous units."

The lack of any clear-cut consistent body of facts concerning children who achieve and those who do not, seems, in some measure, to be due to the lack of analysis of personality structure of teachers and children involved in the various studies. Another factor in this hazy picture may involve further analysis of motivations for achievement. For instance: Earliest learning of a child is undertaken to please a loved one. A return-of-love reward for learning is, therefore, at this state important, seems to remain important for a long time, and for some persons indefinitely. If we examine high achievers alone above the elementary school level, they do not all "look alike." At least three different types seem to stand out:

1) Those for whom it is very important to achieve for the purpose of receiving approval from teacher and/or parent(s).
2) Those for whom the one important thing is to "beat" everybody else. They have to be better than and smarter than anyone else. Competitive focus is very strong and achievement seem to be sparked more by hate.
3) Those who have become interested in knowledge for knowledge's sake where achievement arises out of the interest they have in a variety of subject areas. They need neither approval nor competition to learn. Satisfaction appears to be derived from acquiring knowledge per se.

The last group seem to have developed to the point, therefore, where their desire to know transcends interpersonal relationships. The rewards for learning are intrinsic in the learning, in the knowledge, in the skill, in the thinking. Achieving is no longer dependent upon extrinsic rewards either of authority approval or of prizes, etc. which are de-personalized aspects of authority approval.

Frequently those entering college who do poorly and whose academic standing does not seem commensurate with prior achievement, when questioned state that they feel lost at college---"Nobody cares!" Without someone there to pat them on the head, they cannot work adequately.

By a similar token, the competitive ones who are "outclassed" fall off also in their achievement since if they can't be the best and/or win the prizes, then they might as well not bother.

The movement from interpersonal to extrinsic to intrinsic reward for learning and achievement seems desirable. That it can occur is observable. How to make it occur is something else.

It would appear from our data, that an A-type teacher should foster this movement. However, the time differential referred to above is relevant here also. For it would seem that children's dependency needs and their need for a "love" reward for learning are still very important factors in the 4th, 5th, and 6th grades.

As a further example, the needs of our B-type teacher to give succorance seems to coincide with the needs of children at this level. In fact, the needs she satisfies seem more important at this age than what the A-type teacher has to offer. But the possibility that an A-type teacher would be better at a later developmental stage exists and might be explored.

It appears quite clear from the data, however, that the structuring and ordering characteristic of the B-type teacher (which includes emphasis on work and detail) plus the warmth in interpersonal contacts (with the former bearing more weight) account for the major part of her superiority in obtaining achievement with all personality-type children.

EFFECTS OF CHILDREN ON TEACHERS

The inferences in this section are based on evidence regarding how the different personality-type teachers react (observed classroom behavior) and how their characteristic personality manifestations are heightened or diminished by their interaction with different personality-type children. The changes are considered for that half of the teachers getting the higher achievement from children.

1. A-type teacher

With conforming children, A-type teachers show less anti-authority reactions and are slightly less aggressive. At the same time, they become less methodical, move more into fantasy and speculation and are even more accepting of impulses than is their wont.

It should be noted that the conforming children are tightly controlled, keep impulses checked, are obedient and themselves seek to order, nor do they indulge in fantasy. It appears that in reaction to the "tightness" of these children, the A-type teacher "loosens" up even more than is customary for her. As we have seen previously, the counter-reaction of these children is to become more free in their own impulse expression.

With opposing children obtaining the higher achievement, the A-type teachers seem to move farther away from good interpersonal contact. This may be a reaction to the hostility present in the opposing children. A-type teachers generally with these children show even less leadership, more anti-authority reactions, less identification with others, are more solitary and more aggressive.

As was mentioned before, these reactions of the A-type teacher do not seem to impinge too greatly upon opposing children because this sort of behavior is consistent with their view of authority figures. They "expect" it so to speak. It would appear here that the higher achievement is associated with the greater consistency of A teacher, that is, the A teachers who are more "A-ish."

With wavering children, the A-type teacher who obtains greater achievement seems to become more like the B-type teacher. There is more reality orientation, a tightening up of impulse control, some more obsessiveness is noted and there is somewhat less aggressiveness. It almost seems as if the A-type teacher within the limits of her personality structure tries to "firm up" and offer these uncertain children some greater structure within which to function. The needs of this type teacher and of these type children are so disparate that strong effects are not evidenced.

No consistent pattern arises for striving children which seems understandable in that neither these children nor this type teacher is basically focused on personal interaction. There is some indication, however, that the teachers are a little less related both to same and opposite sex, show less leadership and are somewhat less self-accepting of impulses.

2. The B-type teacher.

Just as the personality of the children showed little alteration with the B-type teacher so does the B-type teacher show little personality change with the various type children. She apparently moves slightly higher on leadership with opposing and wavering children which appears to be directly responsive to their needs, is higher in orderliness with them and is even less prone to oral aggressiveness with the opposing children than with any of the others. This is in direct contradistinction to both the A-type and the C-type teacher, both of which types react with more aggressiveness when dealing with opposing children.

3. The C-type teacher.

The highly "reactive" character of the C-type teacher and the fact that she responds more to her own needs than to the children's are suggested not only by the highly inconsistent shifts in her personality scores with the different children, but also by the fact that these shifts do not seem related to the different personality patterns of the children in any meaningful way.

There is an excessive shift of scores for the C-type teachers with opposing children suggesting she is most disturbed by them. It is as if their hostility compounded her fearfulness leading to a lot of shifts in feeling tone which are of a hodge-podge, random-activity nature.

Then again, although her leadership is generally low, she offers the most (for her) leadership with both conforming and opposing children, although the former need it much less than the latter or than the waverers who need much more and to whom she offers much less.

She is most aggressive with conforming children who make the greater achievement as if their acquiesence offers her a field-day for letting off steam. Least shifts in reactions are seen with the waverers. Although the C-type teacher does not seem to meet their personality needs, she is less aggressive towards them than towards any other groups. It seems possible that some of her fearfulness is drained off, both by that group's inadequacy and/or by having her anxiety acted-out in the children, so to speak, thus lessening her own tensions. (She becomes here the one-eyed man in the land of the blind.)

The strivers arouse somewhat more anti-authority reactions in the C-type teacher, slightly more withdrawal tendency, somewhat less acceptance of own impulses. The hypothesis that these children make the C-type teacher feel even less adequate seems tenable.

PART SIX

IMPLICATIONS OF THE FINDINGS

1. A COMPLETE RETHINKING OF THE CONCEPT OF PERMISSIVENESS BY PROFESSIONAL EDUCATORS.

The significance of structure and order as important conditions for achievement in the elementary grades suggest a re-thinking of the meaning of structure and the clarification of and abuses of the concept of permissiveness.

The confusion of structure and order with irrational authority, as expressed by Fromm, carrying with it all the connotations of autocratic, anti-democratic and limiting has tended to cause the baby to be thrown out with the bath water.

If articulation is poor and structure is not demarcated, the efforts of the learner are dissipated in attempting to create order so that learning can proceed. This is not to say that the contention of those who see as one of the most valuable outcomes of learning as the development of the capacity to see relationships and evolve principles is not important. This ability, however, must be nurtured. One has to have experience with order, with principles, with structure before one can create this structure on his own. The one must grow from the other just as independence cannot develop before original dependency needs are satisfied. Relevant to this are the misconceptions concerning permissiveness that have filtered down through home and school alike. One concerns the failure to differentiate between emotional and behavioral aspects. A tendency has developed to interpret permissiveness as accepting the child behavior instead of accepting his feelings and guiding his behavior. The focus has shifted to the "doing" emphasis with the result of "accepting" actions and products of the child all as equally worthy in a somewhat blanket "that's fine" manner. Whereas the important aspect of being aware of and responsive to the child's feeling tone has somehow gotten lost in the shuffle.

Part of this misconception appears to result from a reaction "I must let the child do what he wants because this is good for him and then he will love me." Nass (7) in a study involving psychotherapeutically oriented group interaction for beginning teachers states: "On a more general level, it was clear that the group initially felt that it was essential to be liked by the pupils. Interpretation of this attitude by them brought about the realization that they experienced difficulty in setting limits for the class. They feared that setting limits would complicate their relations with children. It has become increasingly apparent to them however, that their position reflected both their needs and their distortion of the problem and did not represent the needs of their youngsters in the classroom setting."

This confirming evidence of this type of misconception of permissiveness also indicates that it is not simply due to naivete, but extends into professional fields. Thus, this kind of misconception might be condoned with parents, but its presence in a professional person like a teacher can hardly be accepted as naivete.

The seriousness of this condition is further substantiated by Beilin's (8) analysis which indicates a clean-cut trend, "The greatest impact of the 'child oriented' or 'life adjustment' philosophy in turn has been in the elementary school. This has resulted in a modification of role prescription for the elementary school teacher which is reflected in greater similarity between the attitudinal hierarchies of elementary school teachers and clinicians."

A second misconception regarding permissiveness is that of regarding it as a "technique". The fallacy has been that this is something you learn to do like tying one's shoe laces and you use it when necessary. The fact that genuine permissiveness flows from one's own self-acceptance, self-understanding and general good mental health, has tended to be neglected. Permissiveness is *not* a "face" one puts on. In this light it may be considered similar to Rogers'(5) concept of congruence in therapy. Rogers states: "What I mean is that within the relationship he (the therapist) is exactly what he *is* - not a facade, or a role, or a pretense." And further, "We say of such a person that we know 'exactly where he stands'. We tend to feel comfortable and secure in such a relationship." Permissiveness used as a technique is a fraud and is easily recognized as such by children. However, it can have detrimental effects. The use of permissiveness in terms of pat phrases and stereotyped acceptance may result in confusing children since the conventional phrases are frequently at variance with the actual feelings of the one uttering the platitudes. The child may begin to feel the schism between what is said and what is felt. It follows, that if one cannot say what one feels then something must be wrong with what is being felt. The eventual outcome can be that instead of the child becoming free to and being "permitted" to express his feelings and impulses, he may arrive at the opposite pole where he senses that one says the "proper thing" and not what one feels.

Furthermore, the findings of this study also suggest that the fearful and inadequate teacher may employ techniques which may appear on the surface to be permissive but which in reality are laissez faire. In this connection, it would seem likely that such teachers will rationalize such laissez faire, pseudo-permissive behavior on the basis of their own formulation of a permissive concept - such formulation being possible because of the likelihood of the many ambiguous interpretations in their professional education.

2. VARIED PROFESSIONAL AND LIBERAL ARTS EXPERIENCE FOR DIFFERENT KINDS OF PROSPECTIVE ELEMENTARY SCHOOL TEACHERS.

The findings of the investigation on the point of teachers' personalities being a major factor in teacher effectiveness indicate clear-cut and different needs by such teachers to become more effective. If the prospective teacher is to be developed into an effective teacher, attention must be paid to the individual needs of the prospective teacher.

(a) The A type person as a prospective teacher.

The A type person is not uncomfortable in the midst of disorder or in the midst of what might look to others like chaos. He tends, therefore, to lose sight of the fact that there are those who cannot function adequately without order and that children developmentally need structure. Structure, one might say, is not in the focus of the A type person and he needs to become aware of this.

He also needs to become aware that his lack of interest in communication has some significance for interpersonal relations; that there is something in the communications area that goes beyond the intellectual aspects (which does interest him); and that communication can be a bridge to understanding people and developing empathy.

It seems also that this type person is more susceptible to conventional college intellectual approaches and hence that he is more likely to put into teaching practice those ideas which can be justified to him as being effective on a theoretical basis.

b) The B-type person.

This personality-type's over emphasis on interpersonal orientation and communication somehow seems to exclude fostering growth of greater objectivity and an interest in knowledge per se. He has shut off, in a sense, more abstract fields of knowledge, removed and distant from those areas more directly expressive. Some awareness of how this attitude precludes giving children experiences with less subjective, more abstract approaches to knowledge and types of knowledge would, therefore, be desirable for him. The B-type person needs a shift away from the "you-me", "you-him" axis to the world "out there." The possibility exists that continuance of contact with B-type teachers beyond a certain age level might serve to stultify the natural interest of children in things "out there" because of the excessive attention and emphasis to the interpersonal axis.

For the B-type person himself, it would appear that more satisfying experiences in working with things and ideas would be in order. This would be an attempt to counteract the fact that his satisfactions appear to have been mainly centered in outcomes of doing and knowing as they have related to and have meaning for people in a more or less personal way.

In point of view of subject matter for the B-type person, ways of engendering broader subject matter interests, such as greater interest in fields like mathematics, science and social science should be considered.

3. INSTRUCTION TO HELP PROSPECTIVE ELEMENTARY TEACHERS RECOGNIZE AND WORK EFFECTIVELY WITH DIFFERENT KINDS OF CHILDREN.

The significant differences in achievement by different kinds of children with different kinds of teachers point up a need for instruction to help the prospective teacher recognize differences among children and to evolve effective ways of working with different kinds of children. In this connection, it also appears that although effective methods and materials of instruction would appear to be of some significance, such significance is considerably less than the interaction between individual children and the teacher. In this connection it appears likely that emphasis on methods, materials and techniques may provide an escape for many prospective teachers from an examination of and realization of what is going on between them and the individual child. Such escape seems likely to occur more for the inadequate teacher since her "busyness" with methods and materials serves as a crutch and provides her with an outlet that can both protect her ego and conceal from herself her real inadequacies as a teacher.

Two important considerations require serious thought in regard to teacher programs:

a. Prospective teachers, as students, should be dealt with in the same manner in which it is felt that they should, in the future, deal with their pupils. They need to learn more by example than by precept. No amount of repetition of prescriptions and proscriptions can be as effective as even one term's experience in a classroom setting where interaction between teacher and student (prospective teacher) integrates personality needs and learning goals.

b. Prospective teachers, as students, need to find out about themselves, their needs, motivations, strengths and weaknesses. The more lacunae that exist in their self-awareness, the more difficult it will be for them to bridge the distance between themselves and the needs of children and, therefore, the less capable they will be of dealing with these needs of the children in whose lives they play so important and impressive a role, day in and day out.

A specific suggestion that might be effective for "mirroring" students and enabling them to come to grips with what they do, what they say, how they put things, how they interact with others, etc., is the use of tapes in a variety of fashions. For instance, responding to dramatic episodes, enacting a variety of roles, etc. might prove to be exceedingly beneficial.

4. THE FEARFUL PROSPECTIVE TEACHER.

The over-all implication of the findings regarding the fearful teacher is that this kind of person as a prospective teacher is not likely to be influenced toward effective teaching by conventional methods. This seems to be the case because the personality structure of this kind of person involves a weakness in ego development, changes in which are not generally amenable by ordinary learning experiences. This person's experiences have been of such a nature as to render him ineffective in resolving his own problems or in dealing with them in a consistent manner. His feelings and anxiety are not only easily aroused, but also quite pervasive. It is problematical whether such deep-rooted and widespread deficiency can be seriously modified even in a specialized classroom setting without adjunct counseling services. The possibility of rendering this type of service to these persons might be feasible. In Nass' experiment referred to previously he has this to say: "Our results suggest that many of the problems which manifest themselves in the classroom are reflections of more basic personality factors and that examination of these factors and the resulting increased awareness serves as a basis for growth and self-understanding."

5. GROUPINGS IN ELEMENTARY SCHOOL CLASSES.

Much has been written regarding the practice of homogenous grouping in elementary school classes. Such grouping when practised is usually on the basis of the intelligence or achievement level of the children. The findings of this study might be used to postulate children-teacher personality as a different kind of basis for grouping and, as a variation of this, intelligence-personality grouping. The findings particularly suggest that opposing children, and to a lesser extent, wavering children, may profit significantly more with self-controlling teachers (B-type teachers). An alternative possibility which may have even greater potentiality is the idea of two teachers of contrasting turbulent (A-type) and self-controlling (B-type) characteristics sharing responsibility for teaching a given class.

This idea would appear to have merit not only in bringing about more equalization of total achievement gains by different kinds of children, but also greater equalization of gains in different subjects.

Two special groups that have been considered as problems also come to mind:

a) Disturbed or difficult children.
b) Gifted children who are "underachievers."

As to the former, the research of Phillips (4) has indicated the value of a highly structured, organized setting for problem children and the possibility of organizing this setting in the public school system. Our findings suggest that B-type teachers would be most suited for dealing with these difficult children.

The lost potential of gifted children who function far below capacity in the classroom is another serious problem confronting educators. The hypotheses that their failure to utilize their capacity involves emotional conflicts deeply rooted in interpersonal relationships has been considered and more effective functioning when psychotherapeutic services have been rendered has been demonstrated. Where the underlying conflicts have not reached the proportions indicating psychotherapy, it would appear that the more personalized interest and greater warmth of the B-type teacher would be beneficial for these children. Regardless of what their mental age may be, something has gone awry in the learning process and their needs, on the developmental side, are most probably on a much younger level. As regards our previous discussion, these children would probably be at the stage where they must be lead to learning by the personal "love" reward of a warm, genuinely interested individual who is able to provide an environment with relatively high structure and order.

In essence, what has been touched upon in the foregoing sections concerns two different educational problems. One refers to the teacher in the school today and the most efficient manner of utilizing the resources of these teachers for the maximum benefit of the children at present in our elementary schools. The suggestions regarding groupings are most relevant in this context. The second refers to the problems of teacher education and the questions concerning what sort of training will provide the most effective teachers for our children in terms of their total growth picture.

From a practical point of view both facets are important and pressing and the ultimate advantage to society is to minister to both simultaneously.

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APPENDIX 1

Form G-3

THE OHIO SOCIAL ACCEPTANCE SCALE for the INTERMEDIATE GRADES

Issued By
OHIO SCHOLARSHIP TEST AND DIVISION OF ELEMENTARY SUPERVISION
State Department of Education, Columbus, Ohio
Prepared by The Euclid Elementary Teachers in Cooperation with
The College of Education, The Ohio State University

Directions: On a separate sheet you will find the name of every student in your class. We want you to put a number in front of every name. The number you put down should be the number of one of the following paragraphs.

"My very, very best friends." 1	I would like to have this person as one of my very, very best friends. I would like to spend a lot of time with this person and would enjoy going places with this person. I would tell some of my troubles and some of my secrets to this person and would do everything I could to help this person out of trouble. I will give a NUMBER ONE to my very, very best friends.
"My other friends." 2	I would enjoy working and being with this person. I would invite this person to a party, and would enjoy going on picnics with this person and our friends. I would like to talk and make and do things with this person. I would like to work with this person and I would like to be with this person often. I want this person to be one of my friends. I will give a NUMBER TWO to every person who is my friend.
"Not friends, but Okay." 3	I would be willing to be on a committee with this person or to be in the same club. It would be all right for this person to be on the same team with me or to live in my neighborhood. I would be in a play with this person. I would just as soon work with this person in school. This person is not one of my friends, but I think this person is all right. I will put a NUMBER THREE in front of the name of every person I think is all right.
"Don't know them." 4	I do not know this person very well. Maybe I would like this person, maybe I wouldn't. I don't know if I would like to be with this person. I will put a NUMBER FOUR in front of the name of every person I don't know very well.
"Don't care for them." 5	I say "hello" whenever I meet this person around school or on the street, but I do not enjoy being with this person. I might spend some time with this person if I didn't have anything else to do, but I would rather be with somebody else. I don't care for this person very much. I will give a NUMBER FIVE to people I don't care for very much.
"Dislike them." 6	I speak to this person only when it is necessary. I do not like to work with this person and would rather not talk to this person. I will give a NUMBER SIX to every person I do not like.

THE DEVELOPMENT OF THE TEST

"Assessing Children's Feelings"

The need for a group test of personality that could embody some of the advantages of projective techniques, be simple for children to take, and interesting as well, were some of the considerations in the development of the Assessing Children's Feelings Test. As conceived, the test was to consist of a series of imcomplete stories, enacted and recorded for playback on tape, followed by a series of questions, the answers to which would be predicated upon each child's projection of the completion of the part-story given and which would, further, allow of objective scoring into a number of categories representing various dimensions of personality.

The use of an auditory technique in psychological testing is not new. Research into its value, usefulness, and inherent possibilities has, however, barely scratched the surface. Description of some of the recorded auditory tests and their experimental development has been offered by Wilmer & Husni, Stone, Skinner, Shakow, Shakow and Rosenzweig, and more recently by Sands & Murray. These workers appear to think that the auditory stimulus is likely to lead to a greater degree of projection than visual stimulation, and that recorded auditory stimuli are especially suitable for large group administration.

In approaching the development of the Assessing Children's Feelings Test, the theoretical formulations of many investigators of personality were examined. For example, various "Needs" systems such as those employed by Murray, Maslow, and Raths were considered as possible conceptual frameworks. Erikson's developmental outline and Fromm's scheme of social orientations were further possibilities. However, despite the undeniable stimulation value of each of these positions, in regard to hypothesis regarding personality testing, the decision was made to start from another standpoint entirely. Since it was hoped to bridge the information gap between individual and group personality tests, the point of departure was the individual testing situation itself. Our interest was focused upon an examination of the sort of information concerning a person that becomes available to an investigator in individual testing sessions and the winnowing out from this of the dimensions that would be feasible for inclusion in a test that was to be structured, semi-projective, objective and group-administered. Some of the areas considered were found to be impractical for a variety of reasons. Among these reasons was the fact that certain inferences regarding a person are actually highly probable hypotheses that do not inhere in any specific test responses per se but are inferred either from individual test responses, patterning of responses from a particular test, and/or interrelations of responses and patterns among several tests.

The decision to look at the individual as he is generally seen in the face-to-face clinical setting resulted in a setting up, initially, of 36 categories which were combined and revised into 25 in the final form.

Thinking processes and effectiveness of ego controls, also among the initial dimensions considered, had to be abandoned as unit categories after tentative exploration since they proved to be too complex to handle in this particular fashion. However, some clue of these aspects of the individual's functioning may be gleaned from the patterning of scores in the final test profile.

We were interested also in the responsiveness of the child to a variety of situations and to the differences or similarities that might exist in interpersonal relationships as the social situation varied from that of child-adult, child-child, and child-sibling. Such background is covered by the content in the taped stories. The stories also range from those which are completely non-threatening to those that are likely to offer a fairly strong threat to the ego. The score in each category thus represents the extent of responsiveness to this particular category by any child in a number of social settings offering varying degrees of threat.

The question also arose as to whether the child identifies as readily with the central character in the brief episode presented when that character was of the opposite sex. Checking in several classrooms with some other taped stories had convinced us, however, that this was no serious problem. The children, apparently, quickly identified with the central character in the story, regardless of sex. Nevertheless, in the final series of stories included in the test, to circumvent any problems arising in this general area, three episodes were selected in which a girl predominates, three in which a boy is the central character, and four episodes in which several children of both sexes or a male or female adult hold the center of attention. (See later in this Appendix for the scripts and final questions).

The ordering of the stories was determined by the requirement that stories involving threat be buffered by neutral stories and that the ordering be such as to sustain the children's interest throughout. The final arrangement of the stories and their scripts as taped are included in this Appendix.

More than 300 questions were developed which covered in content the original categorization scheme and these questions were set up in two formats: (a) the child was forced to choose one of these answers to a particular question; (b) the child answered "Yes" or "No" to each question. An initial try-out of the test was made at this point. The test was administered to three classes, approximately one hundred children, in the 4th, 5th, and 6th grades, with a spread in intelligence from dull normal through superior. In addition to these two formats, the test was administered in two other ways to tap additional material that might arise more spontaneously and in areas that may have been overlooked in our original draft. One method used was a type of procedure similar to the T.A.T. in which the child was told simply to complete the story; the other was an open-end form in which the child had to think up his own answer to a series of questions given him. The data from these latter methods served as a source of additional questions.

The data obtained from the first two formats were analyzed separately. For both, reliability coefficients were determined for the various categories. Item analyses were made, and using the median as the splitting point between high's and low's in each category, those items not effectively discriminating between these groups were weeded out. In addition, the forced-choice test results were factor analyzed.

The forced-choice method was utilized by us in an effort to eliminate the confounding of results due to what Edwards calls the "Social-Desirability" variable, that is the tendency for people to answer objective questions in what might be considered the socially desirable fashion rather than to answer as they really feel.

However, the framework of our test was such that, although we could control the preferential value of the items grouped together, we could not set up the items so as to be scored, in their groupings, as contributing or not contributing to a specific crieterion without, at the same time, making the test over-long and unwieldy. In the type of forced-choice which was used in which each item in a grouping referred to a different criteria, it was discovered that the spread of scores across the various categories was limited.

In the "Yes-No" method, an attempt was made to control the "Social-Desirability" variable in the wording of the questions, to the effect that affirmation of any particular question could be considered as affirming the category scoring in question and not as a via for affirming some socially accepted viewpoint. "No" answers, however, presented another problem. Such responses represent an actual disinterest in the area being probed, a conscious unwillingness to admit to the action or feeling being focused upon, or an unconscious denial of the attribute in question. The uncertainty, thus accruing to the negative response, lead us to discard all "No's" in our scoring and to use only the "Yeses."

Comparison of the forced-choice results and the "yes-no" results when only "yeses" were scored proved the two methods to be very similar, the groupings running consistently alike, with the yes-no results giving adequate spread of scores across the categories.

The factor analysis material gave additional information regarding the value of including certain categories and the possibility of combining some of the existing categories.

When the categories were combined and revised, the data was recorded, another item analysis was done, and again using the median as the splitting point, those items discriminating between "Highs" and "Lows" were separated from the non-discriminating items.

To check the validity of the scoring system, it was decided to get independent scoring of the items from several psychologists. To this end, complete sets of questions were made up as were copies of the scripts of the stories and the scoring categories. Three psychologists were given this material and after listening to the taped stories, they were instructed to score each item either in one of the categories listed, or, if they felt it did not belong in any of the categories, to give it their own scoring, or, if they felt it was applicable in more than one category, to multi-score the item. The percent agreement score was computed for each item for each psychologist against every other and for the three psychologists against our scoring. An item to be retained had to meet one of two criteria:

1. A 75% agreement score. (The base being the 3 scorings obtained by the independent scoring plus our original scoring.)

2. A 50% agreement score plus successful discrimination between the "Highs" and the "Lows" for that category in which the question was scored.

Items to be multi-scored had to meet one of the above criteria for both categories in which it was placed. Very few items are multi-scored and no item is scored in more than two categories.

We were left with 300 items distributed over the ten stories, 7 of which were multi-scored. The number of categories, after elimination of those not contributing sufficient information and combining of those which together served as more effective indicators of the psychological entity under scrutiny, was twenty-five. Each category contained twelve or thirteen items. A detailed description of each of the twenty-five categories and the "keying" of the questions is presented in parts three and four of this appendix.

It should be noted that each of the categories is defined operationally in terms of the specific items making up a category. Although the "label" of any dimension may call forth many connotations, it should be kept strictly in mind in any interpretation of a profile that the "name" of the category has only the meaning that has been specifically denoted. The reader is urged in this connection to avoid interpretations of the categories on the basis of terminology from other contexts or from general usage.

It may be noted that the definitions of the categories include some hypotheses regarding interpretation that are possible with certain inter-category patterning of scores. These suggestions are tentative and while highly plausible from a psychological and logical point of view, they are in need of further corroboration before they can be used in any "blanket" fashion.

At the completion of the final revised instrument, it was then used in the fifty-three classes involved in the investigation. The responses to this test administration were then processed in the following manner:

1. Machine scoring of the answer sheets to obtain raw scores in the twenty-five categories.
2. Summing the "yes" scores and the determining of adjustments to be made on individual category scores to compensate for high and low "yesing."
3. Computation of category reliabilities.
4. Processing two samples, each of one-hundred profiles, to evolve the group profiles; that is, to determine the grouping or clusters of children. This step led to the identification of four group profiles.

5. Making item analyses to determine items characteristic of each group profile. On the basis of this evidence the group descriptions presented in Section 4 of the report was formulated.
6. The processing of individual children's profiles to determine their relative closeness to each of the four group profiles, and the grouping of the children. The results of this analysis are presented in Section 4.
7. Validation studies were made and the results of such studies are presented in part 5 of this Appendix

Reliabilities of Raw Category Scores

(According to Kuder-Richardson, Formula 21)

Sexuality	.648
Intellectual Asp.	.507
Social Aspirations	.348
Perception of Authority	
Accepting	.253
Controlling	.031
Threatening	.425
Ineffectual	.429
Feelings	
Hostility projected	.415
Hostility provoked	.684
Inadequacy	.358
Anxiety	.717

Reactions	
Passive Resistance	.576
Dependency	.285
Independence	.399
Non-accept. of resp.	.791
Displacement	.599
Denial	.395
Internalizing	.399
Isolating Feelings	.125
Exhibitionism	.567
Ingratiation	.472
Regression	.697
Somatization	.613
Withdrawal	.426
Submission	.350

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Assessing Children's Feelings

Category Definitions

1. Sexuality

A tendency to note, be concerned with, have in the center of one's attention, attitudes or interests concerning interaction between boys and girls. Both positive and negative reactions or outcomes as well as the implication that authority, too, is concerned with this area are all predicated by a high score in this category. Too low a score suggests an uneasiness making the individual shy away from this whole area.

2 a. Intellectual Aspirations

High scores in this category indicate an expressed emphasis not only on being smart, but also on being the smartest in the class, getting special credit, receiving special awards, and winning group approval through intellectual achievement. It also carries with it the possibility of the feeling that authority is exerting pressure toward school achievement and the desire for authority to note and praise school accomplishments. It may indicate an underlying feeling that acceptance is based on intellectual capabilities.

2 b. Social Aspirations

High scores in this category are intended to tap the feeling of the importance of peer acceptance and social approval. The desire for peer acceptance may be expressed in both negative or positive terms; on the one hand, as a wish to be popular, have special social status, be in select social groups, feel there is something special about oneself; on the other hand, in terms of worry that one is not accepted, not liked enough and does not have sufficient friends. In either case, the underlying focus is on peer acceptance. Overly low scores should be checked against category 5m. If this is high, a movement away from people should be considered as a possibility. If the latter is low, then a strong fear of social competitiveness or of personally being unaccepted by peers should be considered.

3 a. Perception of Authority

High scores in this category indicate a "professed" feeling that authority figures are accepting, reasonable, dependable and impartial or fair. Interpretation as to the actual status of this "professed" feeling must, however, be guarded. If the rest of the profile does not contradict it, it may be taken at face value. If there are contradictions to this interpretation within the profile, it is possible that the underlying feeling is a "wish" for this type of authority figure in the individual's real-life situation.

3 b. Contolling

High scores in this category indicate a feeling that authority figures are bossy, coercive, managing, and do not permit one the freedom to work things out as one might wish. Authority figures are busy setting forth all the rules and regulations, and also in checking that things are done in the manner that they desire. There is no necessary implication, however, of threat or hostility or rejection as in 3c.

3 c. Threatening

High scores in this category indicate a feeling that authority figures are threatening, hostile and rejecting. Infraction of rules, requests for help and/or understanding lead to anger on the part of authority, retaliation and/or punishment. Authority figures are seen as egocentric and minimally "giving". The implication herein is that contact with authority aside from strict obedience and making of few demands is fraught with threat and acceptance must be looked for elsewhere.

3 d. Ineffectual

High scores in this category indicate primarily the feeling that authority figures do not exert sufficient control, are inept in the way they do handle things, and are uncertain and vacillating as to the requisite action in specific situations. The implication, therefore, is that authority cannot be relied upon and the possibility further exists that due to this, the environment may be perceived as more threatening. Secondarily, high scores may indicate some inner feeling of being unsure of one's own control and a need, therefore, for more control from authority figures. It may also suggest some feelings of one's own uncertainity as to the proper and adequate handling of situations which are projected on to authority figures.

4 a. Hostility Projected

High scores in this category indicate a propensity to anger as a reaction or to see others (the environment) as being hostile and angry without any provocative external stimulus. It does not necessarily imply overt aggressive action but an internal reaction where the action desired is aggressive or destructive. It may also indicate a ready irritability and a tendency to get upset or angry in situations where others would not thus react, such as the "chip-on-the-shoulder."

4 b. Hostility Provoked

The difference between this category and category 4a is that herein a definite external stimulus exists to which anger would be an appropriate response. Here also, however, the translation of the feeling of anger into the retaliative response cannot be taken for granted. The "action" component may be worked off on a fantasy level.

The relationship between 4a and 4b should also be considered in interpreting the profile. If both scores are high, hostility should be considered to be at a high level even where it is inappropriate (i.e., the internal push rather than the external provocation seems to be determining the response). If 4a is low, and 4b is high, hostile feelings may be assumed to be both better handled internally and more realistic. If 4a is high and 4b is low, exactly the opposite would be the case wherein the individual distorts his perception of the environment, not recognizing real hostility - provoking situations (or repressing it) while concomitantly he sees hostility where none exists, in fact. In extreme cases, this might sometimes be seen in behavior in an eruptive fashion in situations which do not seem to warrant this type of angry display.

4 c. Inadequacy

High scores in this category indicate a feeling that one just cannot do things as they should be done, is uncertain of what should be done in a given situation, or is generally dissatisfied with whatever he is capable of doing. This covers both intellectual and social accomplishments. High scores may be obtained by many different kinds of groups of which two are manifestly different. One group includes children who are "all thumbs" and actually have great difficulties in meeting an objective criterion of adequacy; another group who, despite overt successes in various areas of living and despite high achievement, do not seem to ever meet their internal level-of-aspiration.

4 d. Anxiety

The difference between the meanings of high scores in this category and 4c is subtle since both suggest a fearfulness in regard to action. This category, however, refers more to uneasiness re the uncertainty of external standards of behavior, the evaluation by others, particularly of authority figures, and a sense of loss or insecurity as to boundaries. In other words, 4c has more the sense of "I'm not good enough" whereas 4d implies more of "Will what I do be the right thing?" It also implies a sense of fear in new and/or strange situations that might lead to immobilization. Further, in contrast to category 4b, anxiety rather than retaliation is the response to anger evinced by authority figures.

5 a. Passive Resistance

High scores in this category reflect in contrast to the direct anger and retaliative feelings in categories 4a and 4b, the desire to circumvent, nullify, evade or avoid demands made upon the individual. It involves an attitude towards authority where non-compliance may be either direct (i.e., the "sit-down" style) or more subtly manifested by such techniques as stalling, ostensible forgetfulness, silence and inattention.

5 b. Dependency (Demanding)

High scores in this category suggest the propensity to lean heavily for support on authority figures rather than using one's own resources. It includes not only the wish for authority figures to help you, do things for you, make decisions for you and handle difficult situations, but also may reflect the feeling that not enough is being done for you or that too much is being demanded of you. It includes thus at one pole the pleasure in having persons to depend on and at the other pole the demand to be further sustained.

5 c. (Independence) Self-Assertion

High scores in this category indicate the individual's tendency to pick answers denoting a neutral stand, positive attitudes, and the desire to attempt to do things on one's own, to have the opportunity to try to show what one's capabilities are, contribute to group action and rely on one's own resources in emergency situations. High scores in 5c combined with high scores in 5b may mean the former finds little expression in behavior but is a strong wish of the child. Low scores in both categories may mean that independent strivings are being channeled in more negative directions or are not being permitted expression with some conflict, therefore, re both dependency needs and independent strivings. Low scores in 5b combined with high scores in 5c should be reflected in positive self-assertive behavior.

5 d. Non-acceptance of Responsibility

High scores in this category suggest that the individual feels himself to be the target for others' ill will. He tends not to accept responsibility for what happens, for his actions, etc., but rather to state that it is someone else's fault or the result of peers or authority figures either using him as a scapegoat or behaving in such a manner as to determine or be the cause of the manner in which he responds, the way in which he behaves, the level of achievement which he attains.

5 e. Displacement

High scores indicate a readiness to respond when annoying, frustrating, anger-provoking situations are postulated in a manner that avoids direct dealing with the agent responsible for the feelings evoked. Instead, the angry reaction is directed towards an object, person or group innocent of the provocation and either only peripherally involved or not directly involved at all in the context.

5 f. Denial

High scores in this category involve ways of handling situations that arouse feelings (shame, guilt, anger, fear) by stating a lack of concern, a lack of interest, a disinclination to think or deal with the problem, and/or an active attempt to forget about it (i.e., to suppress rather than confront the feeling). This, however, is in contrast to leaving the field as in withdrawal. It permits the individual to stay with the situation because the discomforting feelings aroused are avoided.

5 g. Internalizing

This category attempts to tap a variety of ways of behaving indicating a sense of one's responsibility in various interpersonal settings, reacting to not meeting adult standards by feelings of shame and guilt, and being solicitous of others' feelings. The higher the score the more this type of reaction tends to be overdone. The possibility should then be considered that these individuals might tend to be overly self-critical, self-punitive, repressing even anger where it would be appropriate and replacing it with an over-solicitous attitude towards offenders.

5 h. Isolating Feelings

This category is concerned with ways of dealing with situations that are emotion-provoking. The intent here would be to cut out the feeling tone in the particular setting. This might be accomplished by focussing on other elements in the situation by diverting to reasoned explanations for what is occurring or by shifting to more intellectualized aspects implicit in the general context. The higher the score, the more the individual is concerned with not experiencing the feeling tone of any particular context. It is also possible that very high scores, therefore, mean that the individual experiences discomfort in "emotional" reactions and a difficulty in expressing emotions freely.

5 i. Exhibitionism

High scores reflect a tendency to choose answers which indicate that one feels others and/or oneself desire to show off how well they can perform in various endeavors. Here again, this may not be directly displayed in behaviors with very high scores. There is the possibility that what might become overt is a propensity to note that others are show-offs and to be critical of this mode of operation in others.

5 j. Ingratiation

High scores in this category suggest that the individual makes an active attempt to put himself in the good graces of authority figures by being on his best behavior and/or going out of his way to please. The implication is, moreover, that this behavior may have a tongue-in-cheek aspect to it. There is further the possibility that with very high scores the individual attempts to use personal charm and winning ways to manipulate others to his own ends.

5 k. Regression

The feeling tone and action considered in this category are of such a nature as to be considered too immature and/or infantalized in response to the cited situations for those receiving high scores. The suggestion is that the reaction to stress whether carried over into behavior or not are inadequate to meet the demands of the situation. It includes such reactions as crying, temper tantrums, wishing to be younger and thus not confronted with problems, going home to mother.

The implication for high scorers is that they have much difficulty in carrying through effective action in settings in which they feel themselves subjected to threat.

5 l. Somatization

Selecting a large number of responses in this category suggests either some concern regarding health and/or an over-readiness to use physical illness as an excuse for failure to meet both self-imposed and adult standards. The jump from this direct statement to the probability of the expression of tension in somatic symptoms cannot be made. However, it is a possibility to be considered.

The higher the score is in this category, the more pronounced is the trend for this individual to pick answers indicating retreat from a variety of situations ranging from those completely neutral to those where stress may be quite high. It seems likely that fairly high scores mean a pronounced tendency to leave the field when pressure becomes too great. For the highest scores, the probability exists that a more pronounced proclivity for generalized withdrawal exists wherein the individual might tend not even to get involved in innocuous or even what might ordinarily be considered pleasureful group activity.

5 n. Submission

High scores in this category suggest the underlying feeling that to get along one must follow the exact dictates of authority figures. The higher the score, the more the possibility must be taken into consideration that the submission is concomitantly accompanied by the sense of being trapped and having no way out. Along with this also runs the feeling when things go wrong, that it is because one did not do things "according to Hoyle". Implicit herein is the curtailing of spontaneous activity and utilization of initiative. This score should be considered along with the score on Dependency (5b) and Perception of Authority: Controlling (3b). All three ordinarily should run in the same direction. If 5n is high and 3b is low, the possibility should be considered that it is too threatening for the individual to keep in awareness how strict control is and/or that awareness of the degree of submission has been repressed. If 5c is low and 5n high, the possibility exists that the whole dependent-submission organization is being denied by the individual. If 5c is high, and 5n and 3b are both low, the interpretation may be made that greater freedom is permitted to the individual to behave despite the dependency, (i.e., the authority figure's attitude is more benevolent).

Assessing Children's Feelings

Script
Louis M. Heil
Marion Powell

You are going to hear the beginnings of several stories. These stories have no ending. When you hear them, we want you to use your imagination and think of what might have happened - of how these stories might have ended. Then we will ask you some questions about each story. Your answers will depend upon what you have imagined, that is, how you think the story might have ended, and how you thihk the people in the story feel.

There are no right or wrong answers. You are to answer Yes or No to every question. Now, look at your special answer sheet. When you want to answer Yes to a question, blacken the space between the lines under the letter "Y". Look at the blackboard. If you want to answer No, blacken the space between the two lines under the letter "N". Look at the blackboard again. Be sure and make your marks good and black. The pencil you have is a special one that is used so that your papers can go into a machine. The machine lets us know how you have imagined things to be. If you change your mind at any time, you may erase and change your answer. Be sure to erase completely if you feel you must, but it is better to stay with your first choice for your answer.

Work quickly. Don't spend too much time thinking about any one question. If you are not definite about any answer, don't waste time thinking about it because you will fall behind. If you do fall behind on any question, leave that one blank and go ahead with the next one. Just think of your answers. Don't be concerned with what your neighbor picks. Remember he can't be right and you wrong because there are no right or wrong answers. It is just how you feel about it. Nobody in this class, no teachers and no parents, will ever see your answers.

Now listen to the first story, and remember to use your imagination.

THE CLASS PLAY

CAST - Miss Jones, a sixth grade teacher
Children - Carole
Robert
Jimmy
Joan
Jerry

COMMENTATOR The little story you are about to hear now takes place in a sixth grade class. Miss Jones, the teacher, has been called away from the room for a moment.
(SOUND - FADE IN - LOW LEVEL TALKING AND BUZZING AS BACKGROUND AND AS THE DOOR OPENS AND CLOSES - MISS JONES ENTERING THE ROOM - THE ROOM BECOMES QUIET.

MISS JONES (coming on mike) I've just found out children that our class has been selected to put on a play in the assembly for all the parents next month.

(CLASS REACTION - MIXED)

MISS JONES We may not all feel the same about this, so now might be a good time for us to talk about all the things we have to do to get ready. What are some of the things we have to do? Yes, Carole.

CAROLE We'll have to decide what kind of a play we're going to give.

MISS JONES That's right, Carole. Jimmy will you write on the board all the different things the children mention?

JIMMY All right, Miss Jones. Should I put down that we have to pick out who will play the parts in the play?

MISS JONES Yes, Jimmy, put that down, too. What were you going to say, Robert?

ROBERT We have to decide whether to write our own play or pick one from a book.

MISS JONES That's something to think about. What else do we have to decide? Joan?

JOAN We have to plan about rehearsing. We'll need costumes, too.

MISS JONES Put those down separately, Jimmy. Anything else, Jerry?

JERRY How about scenery? Won't we have to make that, Miss Jones?

The Class Play (cont'd)

MISS JONES Yes, the scenery is important. Any other ideas? Carole?

CAROLE I think we have to plan about who will move things, like the stage hands in a regular play.

MISS JONES Be sure to put that down on the board, too, Jimmy. (PAUSE)

And now for the questions. Remember you are to answer yes or no to every question.

A. The first three questions are about what Carole secretly wishes:

1) Does she wish that she could be the star of the play?
2) Does she wish that she didn't have to have anything to do with the play?
3) Does she wish that she gets a chance to show off what she can do?

B. The next three questions are about how the play was picked:

4) Did the class decide to write the play themselves?
5) Did the teacher pick out the play the class would use?
6) Did the teacher make the class take a play they didn't like?

C. The next three questions are about what might happen if Jimmy gets the leading part.

7) Would he be afraid that he would forget some of his lines?
8) Would he be unsure of himself?
9) Would he show off?

D. The next set of questions are about how Carole might feel if she got the leading part.

10) Would she feel she could do better if the parents weren't going to be there?
11) Would she be afraid that she might get sick?
12) Would she think that she isn't good enough to be the star?

E. The next questions are about how Carole might feel if she didn't get the part she wanted.

13) Would she feel like running home to her Mother crying?
14) Would she be very angry and feel that someone was spiting her?
15) Would she realize that she couldn't get a part every time?

F. The next questions are about how the children feel about the teacher.

16) Do they feel she should be more concerned and try to help out?
17) Do they feel that she expects them to do too much on their own?
18) Do they feel that she doesn't really let them work things out the way they want?

F. (cont'd)

19) Do they feel that she is happy at the chance to show off to the school?

G. The following questions have to do with what the children liked about the project.

20) Did they like it because it was educational?
21) Did they like it because the play was theirs and they decided what had to be done?
22) Did they like it because they were able to show the whole school what they could do?

H. Now questions concerning the things the children didn't like about the project.

23) Did they dislike the project because some children ran around wild and they couldn't get things done?
24) Did they dislike the project because it never worked out the way they wanted it to?
25) Did the teacher make them rehearse too much?
26) Was it because some children were afraid to get on the stage?

I. What was it that made the children glad?

27) Were they glad to be able to do so much of the project themselves?
28) Were they glad the teacher was so helpful in telling them what to do?
29) Were they happy at this chance to do something to please the teacher?

J. When it was all over what did the children think?

30) Did they feel that the teacher was fair in giving out the parts?
31) Did they feel that the teacher had not been able to get things going right?
32) Did they feel that they should have done everything the way the teacher wanted it done?

MRS. BROWN AND JANE'S TEACHER

Cast - Mrs. Brown (Jane's mother)
Another mother - Mrs. White
Miss Jones (Jane's teacher)

COMMENTATOR This little story is about Mrs. Brown, the mother of Jane, who is in the 4th grade, and Jane's teacher, Miss Jones. The school is holding a cake sale to raise money to buy some newthings for the library and Mrs.Brown, COMMENTATOR (cont'd)

like the other mothers, has brought a cake and she is now walking around trying to decide which cake to buy for herself.

(SOUND - FADE IN... LOW LEVEL BACKGROUND TALK BY SEVERAL MOTHERS)

MRS. WHITE (coming on mike) Mrs. Brown.. Mrs. Brown.. I Haven't seen you since our last sale..

MRS. BROWN Oh, Mrs. White... Yes.. I've been so busy... I really don't know why...

MRS. WHITE I know how it is, Mrs. Brown, there aren't just enough hours in the day.

MRS. BROWN But I did want to come to the cake sale today. I've been looking around to pick out what I want. Everything looks so good.

(PAUSE) Oh, here's Jane's teacher, Miss Jones.

MISS JONES (coming on mike) Hello, Mrs. Brown.

MRS. BROWN You know Miss Jones, of course, don't you Mrs. White?

MRS. WHITE I sure do - we're working on a special committee for the library improvement...

MISS JONES I'm glad you came, Mrs. Brown, I've been wanting for some time to have a talk with you...

MRS. BROWN A talk with me?

MISS JONES Yes, it's about Jane...

MRS. BROWN Oh... of course...

MISS JONES Mrs. Brown, I'd rather not talk with you here about Jane... Would you come to my room in about a half hour - I'll be there - I'm sure you know where it is.

MRS. BROWN Of course, Miss Jones, I'll be there in half an hour.

MRS. WHITE My - do you know what that's all about?

MRS. BROWN No - I Haven't the slightest idea. I can't imagine(PAUSE) Well, I'll just have to wait and see.

And now the questions. Make sure and start with #33.

A. The next three questions are about what the teacher wanted to tell Mrs. Brown

33) Was it that Jane is not doing as well in her school work as she could?
34) Was it that Jane's work has been so good that she wants Mrs. Brown to know haw smart Jane is?
35) Was it that Jane might have been sick?

B. The next three questions are about how Jane's mother felt not knowing what to expect.

36) Did she feel proud because the teacher called her out of all the parents there?
37) Was she uneasy because she just didn't know how to feel?
38) Did she feel curious about what it was the teacher wanted?

C. The following questions are about how Mrs. Brown expects the teacher to act towards her.

39) Does she feel the teacher will be angry with her?
40) Does she feel the teacher will be calm and try to keep her from worrying?
41) Does she expect the teacher to be concerned about Jane's behavior towards the boys?

D. How will Mrs. Brown feel if Jane is failing in her school work?

42) Will she be upset because she just doesn't know what she can do about it?
43) Will she be angry?
44) Does she feel that school work just isn't so important anyway?

E. How will Mrs. Brown feel if Jane's work has been very good?

45) Will she be a little dissatisfied because she wants Jane to do even better?
46) Will she be glad to be able to brag about her daughter to her friends?
47) Will she be proud that Jane does so well?

F. How will Mrs. Brown feel if Jane has been causing trouble in class?

48) Does Mrs. Brown feel that it is the other children who are really causing the trouble?
49) Will Mrs. Brown throw up her hands in disgust and walk out?
50) Will Mrs. Brown check with Jane every night and with the teacher also?

G. What does Mrs. Brown think the reason might be if Jane is not getting along in class?

51) Does she think it might be because Jane hasn't been feeling well lately?

G. What does Mrs. Brown think the reason might be if Jane is not getting along in class? (cont'd)

52) Does she think that she didn't raise Jane properly?
53) Does she think that Jane is mad at the teacher and is doing it for spite?

H. How will Mrs. Brown feel if the teacher suggests something for Mrs. Brown to do?

54) Will she feel she should do just as the teacher says?
55) Will she feel that no teacher can tell her how to bring up her child?
56) Would she rather think of her own way to handle the situation?

I. What might have happened when Jane heard that her mother was going to see the teacher?

57) Did she promise that she'd never do it again?
58) Did she argue with the teacher about bringing her Mother into it?
59) Did she try to hide herself?
60) Will she try to be especially good now so that she won't be punished?

J. What might Jane secretly wish?

61) Might she wish that she would get sick and then the teacher would feel sorry for her?
62) Might she wish that she would be the smartest in the class?
63) Would she wish that she could softsoap the teacher and get away with it?

HARRIET AND THE NOTE

CAST - Teacher - Miss Snow
Harriet - Children in the Class
Billy
Henry

COMMENTATOR: This morning Miss Snow's fifth grade class is doing seat work in mathematics. Miss Snow is busy at her desk making out a weekly report. Everything seems to be going quietly and smoothly. But wait, something is happening near the back of the room. I believe Harriet, one of the children, is passing a note to Joan. Let's get back there real quick and see what's going.....

HARRIET Billy - Billy (PAUSE) Billy... Billy...

BILLY Aw, what do you want now, Harriet?

HARRIET Billy, pass this note to Joan, will you?

HARRIET AND THE NOTE (cont'd)

BILLY Nothing doing, Harriet, I'm not going to pass your old notes.

HARRIET You're mean, Billy.... (PAUSE) Henry... Henry... Will you pass it, will you?

HENRY Cut it out, Harriet, you wanna get caught? Miss Snow'll catch...

HARRIET Go on... go..on... Henry, here, pass it... go on before Miss Snow looks.

HENRY Oh, all right, let me have it...

BILLY Hey, Henry, let me see it first.... let's read it.

HARRIET No.. No.. Henry, don't let Billy get it.. he'll read it...

HENRY Get away, Billy.. don't.. get away...

HARRIET No.. No..

(SOUND - SCUFFLE)

BILLY Ha, ha. I've got it now (PAUSE)

HENRY Hey, but it out, Billy, let me have it back...

BILLY Ho, ho.. Oh, boy, look what it says about Mark... Get away, Harriet, ... Miss Snow'll see you.

HARRIET Give me back my note, Billy, you're mean.

(SOUND - SCUFFLE)

BILLY So..you can have your old note back, but I saw what you and Joan are saying about Mark.. Oh, boy, wait'll I tell him.

HARRIET Sh - sh... Miss Snow'll see us.

MISS SHOW (off mike) Children, what is going on back there... Billy? Harriet? Have you been passing notes? Who has it? Bring it up here to my desk....

And now the questions. Make sure you start with #64.

A. The first three questions are about how the children expect the teacher to act.

64) Do they expect the teacher to punish them severely?

A. The first three questions are about how the children expect the teacher to act. (cont'd)

65) Do they feel that the teacher won't stay angry at them long?
66) Do the expect her to keep yelling at them but not really do anything about it?

B. The next three questions are about how the children felt when they were caught.

67) Were they upset because it was something private and now the teacher will know?
68) Were they angry at Billy?
69) Did they feel that they just didn't care?

C. How did they feel when the teacher asked them to bring up the note?

70) Did they feel like tearing it up?
71) Did they feel like crying?
72) Did they feel trapped like they must obey?
73) Did they want to stall and see if there was some way not to do it?

D. How did Harriet feel?

74) Did she feel that the teacher always picks on her and not on the other children?
75) Did she know if was her fault that the others got caught?
76) Did she feel that now the boys wouldn't have anything to do with her?

E. Why might Harriet be upset?

77) Was she worried that the children would make fun of her?
78) Was she afraid that Mark would never speak to her again?
79) Was she afraid of the teacher?

F. How did Mark feel?

80) Did he feel that he didn't want to have anything to do with girls?
81) Was he angry at the girls?
82) Does he think that he's something special?

G. How does Billy feel?

83) Is he upset that the girls never write notes about him?
84) Does he feel that nobody likes him?
85) Does he feel that it was really all Mark's fault?

H. What did the teacher think?

86) Did she think that Joan is more concerned with the boys than with her work?
87) Did she feel that she had nothing against Joan?
88) Did she think that Harriet was just a show-off?

I. What might have happened the next day?

89) Did Harriet stay home from school because she had a stomach ache?
90) Was Joan especially sweet to the teacher?
91) Did Billy brag about how great he is?
92) Did Mark act embarrassed because the girls like him?

MARSHA AND THE NEW SCHOOL

Cast - Miss Fine, school clerk
Mrs. Powers - teacher
Marsha - new to school
Jack, Joan, Carl - children

COMMENTATOR This is a story about a girl named Marsha Bell. Marsha has just moved to a new neighborhood and this is her first day at a new school. Marsha has arrived at the school and we find her in the office. Miss Fine, the school clerk, is just walking up to Marsha......

MISS FINE Well, Marsha, you've been very patient waiting here. We have it cleared up now and you can go up to class. Here is a note for you to give to your teacher, Mrs. Powers. The room number is 402.

MARSHA Where is that?

MISS FINE It's very simple (GOING OFF MIKE - TOWARD DOOR) Take this stairway up two flights to the fourth floor. Then turn the corner. It's right there. (PAUSE) Do you think you know how to get there?

MARSHA Yes, I guess so...
(some uncertainty in her voice)

MISS FINE You'll find it, I'm sure. (FADE OUT)

COMMENTATOR While Marsha has been waiting in the office, the class she is going to be in has started on their day's work. She finds her way to the class, opens the door quietly and stands there waiting. The teacher is writing on the board, she has her back to the door, half turned to the class,

COMMENTATOR (cont'd)
talking to them while she is writing. Let's listen to what she is telling the class.

(FADE IN)

MRS. POWERS This is the whole list of questions for this unit on New York City. Each committee will have ten questions. Make sure to copy all the questions for your particular committee. Is there anything you want to know? Yes, Joan?

JOAN (off mike) Can we pick the question we want?

MRS. POWERS You can decide on how to pick questions in your own group.. Yes, Carl?

CARL When do we have to finish this?

MRS. POWERS We have three weeks to work on this and all projects must be finished by then.

JACK (interrupting) Mrs. Powers.... Mrs. Powers....

MRS. POWERS What's the trouble, Jack?

JACK There's a girl waiting there at the door to see you, Mrs. Powers.

MRS. POWERS (off mike) Oh.. Hello... I didn't see you there. How long have you been standing there?....

MARSHA (off mike) Just a little while....

MRS. POWERS (off mike) Are you new? What is it? Is that a note for me?

(NEUTRAL) Well, bring it over, bring it over.

(SOUND - FOOTSTEPS)

MRS. POWERS All right, class.... get back to work. (PROTECTING) This girl's a newcomer to our class - not a visitor from Mars. Why are you looking at her that way? All right, Marsha, come over to the desk with me and we'll (FADE) see about what....

Make sure you start with number 93.

A. And now the questions. The next three questions are about how Marsha felt about the teacher when the teacher spoke to her;

93) Did Marsha think the teacher was annoyed?
94) Did Marsha think the teacher was bossy?
95) Did Marsha think the teacher liked her?

B. What did the teacher think when she saw Marsha?

96) Did she think everything would be okay as long as Marsha followed the rules she set up for her class?
97) Was the teacher thinking that she had too many children in her class already?
98) Did the teacher feel that Marsha would be very smart and the others could learn from her?
99) Did the teacher feel that Marsha would fit into the class all right?

C. What did Marsha hope - standing there in the doorway?

100) Did she hope that her mother could be there with her?
101) Did she hope she would get settled in the classroom and get on with her work?
102) Did she hope that she could be so smart that she could win a medal for the class?
103) Did she hope that everyone would like her?

D. What was Marsha thinking?

104) Was she thinking that she would get along okay if she did whatever the teacher said she should?
105) Did she think that the children would tease her and talk about her?
106) Did she feel that she would make lots of friends so she will get along all right?
107) Did she feel she will be annoyed at what the children will do?

E. What did Marsha wish?

108) Did she wish that she would become very popular?
109) Did she wish that she would be the smartest in the class?
110) Did she wish that the teacher would start the lesson so she could see if the work is the same as at her old school?

F. How did Marsha feel the rest of that day?

111) Did she begin to feel sick?
112) Did she feel strange and worried about how she would do?
113) Did she want to go home?
114) Did she feel that she just didn't know what to do?

G. Why are the family glad they moved to this new neighborhood?

115) Did they feel that the people in the other neighborhood were always making trouble for them?
116) Are they glad they moved because Marsha didn't have friends in the other neighborhood?
117) Are they glad to be able to show all these new people how nice their apartment is?

H. What happened when Marsha went to school the next day?

118) Did she hope she would get the chance to prove what she could do?
119) Did she try to get in good with the teacher by being extra nice?
120) Did she get sick and have to go home?

AN OVERHEARD CONVERSATION

Cast - Mary Downey - daughter
Steve Downey - son
Henry Downey - father
Rose Downey - mother

COMMENTATOR This little story takes place in the Downey home. It is evening and the children, Mary and Steve, are watching TV. The mother and father, Rose and Henry Downey, are in the next room. Let us join Mary and Steve where they are watching TV.

(SOUND - FADE IN - TV - HORSES - HOOFS - etc.)

MARY Steve, I'll bet he arrives in town in time.

STEVE Even if he gets there, Mary, what good will it do - it's too late..

MARY Sh.. sh.. Here he comes now - sh.. sh.. let's see what happens.

STEVE What's he.... What... how... I didn't think anybody would believe him.

MARY Now.. now, things are going to happen. The sheriff'll get into it now. I didn't think anybody would believe him.

(SOUND - VOICES IN BACKGROUND (MOTHER AND FATHER) BUT NOT AUDIBLE)

STEVE Wow.... Did you see that?

MARY Sit down, Steve, I can't see.... I can't see..

AN OVERHEARD CONVERSATION (cont'd)

FATHER I knew that would happen....
(off mike, barely audible)

MOTHER Now don't get excited, you are going.....
(off mike, barely audible)

MARY Say, Steve, what's going on inside?
(ON mike)

STEVE Aw, nothing... Sh... Sh... you'd better watch or you'll miss the end.

FATHER I told you it would happen.
(off mike, but louder)

MOTHER So what, what can we do about it?
(off mike)

FATHER It's just like I said -its happened now, look (FADE)
(off mike, loud)
what'll we do now?

STEVE You're right, Mary. Something is going on in there.

MARY Can you hear, Steve? Can you make out what they're saying?

STEVE Sh.. sh.. keep still. I think I can (FADE) come on, let's listen.

Make sure you start with number 121

A. And now the questions. The next three questions are about what Mary and Steve's parents might be angry about if they were angry.

121) Might they be angry because their older daughter is going out with a boy whom they don't like?
122) Might they be angry because they'd like to show off a new car like their neighbors but they can't afford it?
123) Might they be angry because the children keep bothering them to do things for them?
124) Might they be angry because they don't want their daughter rushing her homework to watch TV?

B. Mary and Steve's parents might be frightened. What might frighten them?

125) Would they be frightened because their older daughter is staying out too late?
126) Might they be worried because one of the children is ill?
127) Might it be because they can't understand why other people's children get good marks in school and their children don't?

C. How do Mary and Steve feel about their parents?

128) Do they feel their parents will understand the problem and take care of it?
129) Do they feel their parents shouldn't fight like babies?
130) Do they feel that they have problems and their parents won't listen?

D. How will the children act if their parents are angry?

131) Will the children try to do everything to please their parents?
132) Will the children not get angry but still not do what they are told?
133) Will they feel they will have to do whatever their parents say?
134) Will they go off to their rooms and stay there until their parents get over it?

E. How do the children usually feel when their parents get angry?

135) Do the children feel frightened?
136) Do the children get angry also?
137) Do the children feel that they don't care?

F. Suppose the parents were talking about Mary.

138) Did Steve feel good if Mary was going to be punished?
139) Did Mary get angry at Steve?
140) Was Steve happy that they weren't talking about him?
141) Did Steve feel they should be angry at him too because why should Mary get the blame?

G. If the parents were arguing, how might it wind up?

142) Would they start yelling at the children?
143) Might they separate?
144) Would the wife stop talking to the husband until he gave in?
145) Would they decide to talk it over sensibly?

H. What happens when the parents yell at Steve?

146) Does he get just as mad and answer back?
147) Does he sulk and not do what he's told?
148) Does he start to cry?
149) Does he get angry at Mary?

AN APPOINTMENT TO KEEP

Cast - Mrs. Long - mother
Susan Long - daughter, 11 years
Marge - Susan's friend

COMMENTATOR This little story is about Susan Long. Susan and her friend Marge are walking home from school. They seem to be in a

COMMENTATOR - (cont'd)
hurry. Let's listen in to what they're saying as they walk.

MARGE (FADE IN) Susan, what I'm wondering is what do you think your mother will feel about it?

SUSAN Gee, Marge, I don't know.

MARGE You think she'll do anything about it?

SUSAN Gee, Marge, I'm sorry (UNCERTAINLY) - sure she will.

MARGE But, Susan, what do you think she'll do?

SUSAN Gosh - I don't know - but I hope she'll think of something.

MARGE You'll just have to wait, I guess - to see what'll happen - what she'll do.

SUSAN I'll soon know because here's my house. If I don't see you later this afternoon, I'll see you in school tomorrow. So long.

MARGE So long. (GOING OFF MIKE)

(SOUND - GOING UPSTAIRS, OPENING A DOOR AND CLOSING IT).

SUSAN Mom! Mom! Where are you?

MRS. LONG (off mike) Here I am, Susie. I'm glad you're home early today.

SUSAN I rushed right home as fast as I could.

MRS. LONG Good, I've been waiting for you. I just have to put on my hat and coat and I'll be leaving.

SUSAN But, Mom, I rushed home to talk to you. There's something very important that I wanted to talk to you about.

MRS. LONG Susan, I'm sure it can wait 'till later because I have to leave right away.

SUSAN Couldn't you just wait to hear about it?

MRS. LONG I'm sorry, Susie, but it will have to wait until I return. Goodby, dear, (GOING OFF MIKE) we'll talk about it later - I must rush.

Make sure you start with number 150.

A. And now the questions. The next three questions are about what it might be that Susan wanted to talk over with her mother:

A. (cont'd)

150) Was it that she has been doing badly in her school work?
151) Was it that the teacher yelled at her for talking to the boys too much?
152) Was it that the teacher picked the child today for the special smart class?

B. Why is Susan so anxious to talk to her mother about it?

153) Does she feel ashamed about doing something wrong?
154) Does she want her mother to straighten this matter out?
155) Does she want to tell her mother she was voted president of the class?

C. How did Susan feel about her mother going off that way?

156) Did it make Susan angry?
157) Does Susan not care one way or the other?
158) Is Susan satisfied because she knows that her mother is doing what has to be done?

D. What happened when Susan's mother came home?

159) Did Susan yell at her mother for rushing off the way she did?
160) Did Susan stay in bed where she was resting because she had a bad headache?
161) Did Susan feel especially like loving her mother because she was so happy about her being back home?
162) Would Susan tell her mother that she had forgotten what it was about?

E. What might have upset Susan about her mother's going off?

163) Does Susan feel that her mother's time is taken up doing things to get attention for herself?
164) Does Susan feel she always has to do things at the time her mother says?
165) Does Susan feel that the trouble is that her mother never does get around to handling things?

F. Suppose Susan had had a fight in school:

166) Was it because she felt the girls would have a better time if there were no boys around?
167) Was it because the boys were teasing her and she wanted to tease them back?
168) Was it because she hadn't wanted to join in but just wanted to be left alone?

G. Suppose Susan were scolded about her schoolwork how might she feel?

169) Would she completely forget about it just as if it never happened?

G. (cont'd)

170) Might she wish she could be little again and not have to go to school at all?

171) Would she feel that the teacher is really so nice that she will just do things the teacher wants?

172) Does she feel she should get help?

H. What does Susan wish?

173) Would she like to get special credit in class by writing the best reports?

174) Does she wish that she'll be voted into the school's special club?

175) Does she wish that she had somebody to help her?

I. In comparison with other children, how does Susan feel?

176) Does she just feel that she hates the world?

177) Does she feel that she is popular and that's what counts?

178) Does she feel that the teacher picks on her more than on the others?

J. When everything was settled how did Susan feel?

179) Did she feel she could brag about what she had done?

180) Did she feel she should be angry at her friend for keeping her so long that her mother had to leave?

181) Did she feel that what happened wasn't important so long as the class still liked her?

REPORT CARD DAY

Cast - Miss Barrett, teacher
Bobby
Harold

COMMENTATOR It is about 2:30 in the afternoon and Miss Barrett's fifth grade class is just finishing their science lesson. We will join them now and hear what is going on.

MISS BARRETT We don't have any more time now, children, for our science lesson. Perhaps it would be a good idea for you to read about what happens with real steam heat like you have in your home. Your science reports this week can be on that topic. Yes, Bobby?

BOBBY Can we write about what we did here in class?

MISS BARRET Yes, Bobby, you may.

HAROLD Miss Barrett?

MISS BARRETT Yes, Harold.

REPORT CARD DAY (cont'd)

HAROLD Should we just describe what goes on?

MISS BARRETT No, Harold, don't just describe what you saw, but try also to explain why it happened the way it did. I think you can get the answer to it. I don't have time right now to go over it because I want to give out the report cards before you go home.

(SOUND - WHISPERS AND LOW HUBBUB)

MISS BARRETT What are you all excited about? There are only a few minutes left - you act like you never go a report card before. If you don't make a fuss, we can get everything done and get out on time. Are there any more questions about your science work. (PAUSE) Good - then everybody is set to go ahead with his science report.

(SOUND - WHISPERING AND MURMURING)

MISS BARRET New, children, please let's have some quiet. Remember, there's no need to compare your marks with those of anyone else. Just pay attention to your own card. Some of you and some of your parents will probably be a little surprised with them...

BOBBY Miss Barrett, do we have to have the cards back by tomorrow?

MISS BARRETT Yes, show your card to your parents tonight and have them look it over carefully. It's a good thing for them to know just how you are doing. Have them sign it and bring it back tomorrow. (PAUSE) All right now.... Bobby, here's your card... (FADE) Pick it up... Next one...

Remember to start with number 182.

A. And now the questions. The next three questions are about how Bebby will feel if he gets a good report card:

182) Will he feel happy because this will show how smart he is?
183) Will he feel disappointed because even though it was good, he could do better?
184) Will he be glad to get it to show to his mother and father?

B. The second set of questions is about how Bobby would feel if his report card is not good.

185) Does he just not care?
186) Will he be angry?
187) Will he know it is because the teacher doesn't like him?

C. The next group of questions is about Bobby's parents and how they feel if his report is not a good one.

188) Do they punish him?
189) Will they feel that he did his best?
190) Will they do nothing because Bobby stuck his card in his book and couldn't find it?

D. What would Bobby like to do if his report card is good?

191) Would he like to do a favor for the teacher?
192) Would he like to show it to everyone?
193) Would he like to show it just to the kids whose marks were worse than his?
194) Would he like to try to do even better next time?

E. What would Bobby like to do if his report card is not good?

195) Would he feel like crying?
196) Would he not talk to anyone and go straight home?
197) Would he tell everyone that the teacher is a low marker?
198) Would he like to rip it up?

F. How does Bobby think he might do on his next report card?

199) Does he wish he'd do so well that he would get a special prize?
200) Does he feel that no matter how hard he tried he won't do as well as he would like?
201) Does he feel that he can't do better because the teacher doesn't make anything interesting?

G. What happens when Bobby brings his report card home to his parents?

202) Is he busy explaining to them how report cards in his school are different from those in other schools?
203) Does he know they'll make him spend more time studying?
204) Does he promise that he'll do whatever they want?

H. Why might Bobby not get a good report card?

205) Is he sick too often?
206) Is it that his parents can't afford to buy the supplies he needs for school?
207) Is it because he doesn't pay attention?
208) Is it because he doesn't care?

JERRY AND THE MATHEMATICS LESSON

Cast - Miss Pope, a fifth grade teacher who operates in a teacher-directed manner.

Jerry - a likeable 10 year old boy
Joe - another 10 year old boy
Alice - a girl in the class

COMMENTATOR The little story you are about to hear takes place in a fifth grade classroom. Miss Pope, the teacher, is conducting a mathematics lesson and she is now showing the children how to work one of the problems.

MISS POPE (FADE IN) And now, children, the last step is to multiply these two numbers, six times five, and you get the answer. What is the answer then? Joe?

JOE (off mike) Six times five - it's thirty, Miss Pope.

MISS POPE That's right, Joe. (PAUSE) Now does anyone have any questions about how to do the problems?

JOE-ALICE-JERRY (off mike) No, Miss Pope, I understand it - It's O.K.

MISS POPE All right, Alice, you can work one of the problems. I'll put it on the board.

(SOUND - WRITING ON THE BOARD)

MISS POPE (slightly off mike) Will you come up, Alice, and work the problem?

(SOUND - PUSHING BACK HER CHAIR AND OTHER SLIGHT NOISE IN COMING TO THE BOARD)

MISS POPE Put it on the board over here, Alice.

(SOUND - ALICE WRITING ON THE BOARD)

MISS POPE (slightly off mike) And while Alice is putting it on the board, you, Joe and Jerry, watch Alice to see if she does it correctly.

JOE (off mike) We'll watch, Miss Pope.

JOE (Continuing whisper off mike) I hope she doesn't call on me, Jerry. I wasn't watching when she worked the example.

JERRY AND THE MATHEMATICS LESSON (cont'd)

JERRY
(whisper, off mike)
I think I know how to do the problem. You start first by multiplying the two numbers that she gives you, then...

MISS POPE
(coming on mike)
There now, Alice has finished the problem. Is it right? Joe?

JOE
(off mike)
She did it just like you did, Miss Pope. I think it's right.

MISS POPE
Very well. Now let's do another one. (GOING SLIGHTLY OFF MIKE). Jerry, you do the one I'm putting on the board now.

(SOUND - WRITING ON THE BOARD)

JERRY
(off mike)
Do you want me to do it at the board, Miss Pope?

MISS POPE
(slightly off mike)
Yes, Jerry, up here.

(SOUND - CHAIR SCUFFLE AND OTHER SLIGHT NOISE AS JERRY GOES TO BOARD)

JERRY (softly to himself and writing - on mike)
Eight times six is forty-eight, and forty-eight divided by two is..

MISS POPE
(interrupting and irritated - slightly off mike)
No - No, Jerry. That's not right.

JERRY
But, Miss Pope, I thought.......

MISS POPE
(interrupting)
Jerry, put the chald down and go to your seat.

JERRY
Yes, Miss Pope.

MISS POPE
(scolding and rather loud)
Jerry, you never seem to be able to do anything right. I just can't understand it. Why when I had your brother George in my class, he was my prize pupil. Sometimes I just can't imagine that you are his brother. George would never have made a mistake like that. You're going to have to work a lot harder if you expect to be anywhere near as good as he is (FADE) How do you expect to go on and,...

Be sure you start with #209

A. And now the questions. The next 3 questions are about how Jerry felt when the teacher yelled at him.

209) Did he feel angry at her?
210) Did he feel like going home?
211) Did he feel mad at himself for making such a flop of himself?

B. What would Jerry like to do?

212) Would he like to do another example at the board correctly?
213) Would he like to wait till he sees his brother and take a poke at him?
214) Would he like to work harder so that he won't be yelled at all the time?
215) Would he like to work less?

C. What did Jerry hope?

216) Did he hope he would become the best in the class in mathematics?
217) Did he hope that the whole class would make the same kind of mistake that he did?
218) Did he hope that he could control himself more?
219) Did he hope that his brother would get a bad mark?

D. What will Jerry do in the future?

220) Will he do everything to make the teacher like him?
221) Will he cause a lot of trouble?
222) Will he act as if nothing happened?
223) Will he act shy and not want to raise his hand to answer any more?

E. How did Jerry act the rest of the morning?

224) Did he seem busy but really not do his work?
225) Did he feel so upset that everything went wrong?
226) Did he think about how he could make the teacher like him?

F. How does Jerry feel at other times when the teacher yells at him?

227) Does he feel that the teacher blames him for everything?
228) Does he feel that it is really his own fault?
229) Does he get angry at his brother?

G. Why does Jerry think he makes so many mistakes?

230) Does he think it is just because he doesn't feel well?
231) Is it because he is thinking of other things and not what the class is doing?
232) Is is that the teacher picks on him?
233) Is it because he isn't smart enough even though he listens?

H. What does Jerry think as he looks back at what happened?

234) Does he think the teacher was just upset today and took it out on him?
235) Does he think the teacher is really nice but this last mistake he made was just one too many for her?
236) Does he feel that he doesn't really want to think of it?

I. Even when it was all over Jerry still felt certain things. How did he feel?

237) Did he feel like taking a poke at the teacher?
238) Did he wish he could get somebody to help him?
239) Did he wish he was able to tell his parents and not have to keep a lot of things about how he feels to himself?

J. Suppose Jerry dreamed that night. What might he have dreamed?

240) Did he dream the school caught fire and the teacher got hurt?
241) Did he dream the teacher asked him to do something quickly and he just took his time about it?
242) Did he dream that the same thing happened but this time he left and went home?
243) Did he dream that the teacher took extra time to help him with his work?

THE NEW HOUSE

Cast - Edward Sloan
Helen Sloan
John Sloan, the son

COMMENTATOR This little story takes place in the Sloan family's new home. It is about ten-thirty in the evening. Today the Sloan family has just moved into their new home from a small apartment. They have been unpacking all evening and now we hear Mr. and Mrs. Sloan talking with John, their son, in John's new bedroom.

MRS. SLOAN (FADE IN) We've certainly all had a big day - You must be very tired. All the errands you've done...

JOHN I'm really not so tired, mother. It was fun.

MRS. SLOAN (urgently) We've got a lot more to do tomorrow. So let's get you into bed, John, and off to sleep...

JOHN O.K., dad.

(SOUND - JUMPING INTO BED AND A SQUEAK OF BED ON FLOOR)

JOHN Good night, dad. Good night, mother.

THE NEW HOUSE (cont'd)

BOTH Good night, John

(SOUND - LIGHTS BEING SNAPPED OFF AND A DOOR SQUEAK - STEPS IN EMPTY HALL - NO CARPETING). (RATHER LONG PERIOD OF GOING DOWN STEPS.... SOMEWHAT EERIE....WITH THIS CONVERSATION GOING ON AS THEY MOVE OFF MIKE).

MR. SLOAN This place feels like a barn. It's so big... I can't get used to it.

MRS. SLOAN Well, it's quite a change from our small apartment.

(SOUND OFF MIKE - PAPER BEING UNWRAPPED AND PULLED FROM DISHES)

MR. SLOAN Where do you want these dishes put, Alice?

MRS. SLOAN Put them over in this closet, Ed.

(SOUND OF DISHES BEING PUT AWAY IN BACKGROUND. THEN SUPERIMPOSED A DISTINCTLY AUDIBLE AND LOUDER CREAK)

MRS. SLOAN What was that, Ed?

MR. SLOAN What was what?

MRS. SLOAN That creak. It sounded like it was in the hall.

MR. SLOAN I didn't hear anything, Alice. You know you'll have to get used to all sorts of noises in a house like this.

MRS. SLOAN Yes, I suppose so. (CONTINUED UNWRAPPING IN BACKGROUND AND THEN AN EVEN MORE DISTINCT SUSTAINED CREAK BUT IN THE DISTANCE).

MRS. SLOAN There now, Ed. Didn't you hear that? It sounded like it was upstairs.

MR. SLOAN Well, Alice, these big houses...

MRS. SLOAN (interrupting) Just the same, Ed, I'm going to see what's going on. I want to look in on John, too. (MOVING OUT OF MIKE) You never can tell what might be...

And now the questions. Be sure to start with #244. The next 3 questions are

A. about how Johnny felt as he was lying in bed.

244) Did he feel frightened?
245) Did he feel like any other time, nothing in particular different?
246) Did he feel mad?
247) Did he feel that he just wanted to know what was happening?

B. Why might he have been perfectly at ease this first night in a big new house?

248) Was it because he knew it's a new house and you have to expect funny sounds because everything isn't settle yet?
249) Did he just feel that nothing could possible happen?
250) Was it because he knew his parents were there to take care of him?

C. What might Johnny do if he got frightened?

251) Would he start to think about something else?
252) Would he start to cry?
253) Would he hide under the bed?
254) Would he run downstairs for his mother?

D. What might he do if he called his parents and they didn't come?

255) Would he scream and make a fuss until they did come?
256) Would he keep getting out of bed and keep putting off going back when asked to go back?
257) Would he get out of bed and go to them to tell them he's been calling?
258) Would he stay in bed?

E. Suppose something was there. What would Johnny do?

259) Would he scream out?
260) Would he be too frightened to be able to do something?
261) Would he get a stick or something in the room to use as a weapon to protect himself?

F. What might Johnny be thinking?

262) Does he think about how much he would like to move back to their old neighborhood?
263) Does he wish that there wasn't any noise?
264) Does he hope that he could fall asleep?
265) Is he thinking how glad he is that he has something to say about what the family decides to do?

G. What would Johnny's parents do if he were upset?

266) Would they do everything that was necessary?
267) Would they be unable to quiet him down because they are so worried themselves?
268) Would they take him in bed with them?

H. How did Johnny feel when it was all over?

269) Did he realize that his parents just hadn't known what to do?
270) Did he have a bad headache?
271) Was he still so mad that he kicked the door?

THE CAMP COUNSELOR

Cast - Miss Knight - a group counselor
Mary and ellen - two 11-year old girls
Mr. Castle - head counselor

COMMENTATOR The little story you are going to hear now is about something that might happen in any day or sleep-away camp. It is just after lunch and a group of children have settled down to listen to a story which Jane Knight, one of their counselors, had promised to tell them during rest period. We're going to listen in on the group now. We hear Miss Knight...

MISS KNIGHT (fade in) ..... and that was the end of Rex, the wild horse. But let me tell you the rest of the story. It didn't stop there.

MARY You mean, Jane, that somebody found the wild horse?

ELLEN Gee, how would anybody find him, Mary. He ran into the hills. Remember?

MISS KNIGHT Well, you're both right, girls, the wild horse did run away - and nobody really found him.

MARY AND ELLEN (together) What did they find then?

MISS KNIGHT Well, it was about a year later when an old man, a gold miner, was exploring for a new mine. He was in a valley that no man had ever seen.

MARY Was that near where Rex, the wild horse, ran away?

MISS KNIGHT Yes, Mary, it was quite close by.

(SOUND - DOOR OPENS AND FOOTSTEPS ARE HEARD AND A FAIRLY STRONG DOOR BANG)

MISS KNIGHT Oh, Mr. Castle, we were just having a story.

MR. CASTLE (coming on mikd) (censuringly) Jane! I've just heard about what's been going on.

MISS KNIGHT You mean here, now - the story telling?

MR. CASTLE Of course I don't mean the story telling. You know what I mean!

MISS KNIGHT But, Mr. Castle, I don't... (puzzled)

MR. CASTLE You know very well, Jane, that I can't permit a counselor to do the kinds of things you've been doing. Every counselor has to pay attention to rules and regulations.

MR. CASTLE (cont'd)
I want you to (GOING OFF MIKE) come to my office as soon as this rest period is over.

(SOUND -HEAVY FOOTSTEPS TO DOOR - DOOR OPENS AND CLOSES - MEDIUM SLAM)
(MURMUR OF CHILDREN'S VOICES FADING OFF)

And now the questions. Be sure to start with #272. The next 3 questions are about:

A. What children think the counselor might have done.

272) Do they think she let the children get away with too much?
273) Do they think she hurt one of the children?
274) Do they think she made the children do everything just the way she wanted it done?

B. What do the children think of the head Counselor?

275) Do they think he is usually pretty fair about things?
276) Do they think he is always butting in and bossing everybody around?
277) Do they think he usually gets too excited over unimportant things?

C. What happened after the head Counselor left?

278) Was the counselor angry at the children?
279) Did the counselor feel embarrassed about what had happened?
280) Was the counselor so upset that she couldn't help crying?

D. How did the counselor feel?

281) Did she feel that things always go wrong when she tries them on her own?
282) Did she feel that even if she did the wrong thing, it wasn't so bad.
283) Was she afraid she might lose her job?
284) Was she sorry she had done it?

E. How will the counselor act when she goes to the head counselor's office?

285) Will she try to be very sweet to the head counselor?
286) Will she just forget about what happened?
287) Will she make sure she does just what the head counselor wants?
288) Will she get mad and yell back at the head counselor?

F. What does the counselor secretly wish?

289) Does she wish she could leave this camp and go to another?
290) Does she wish she could get rid of the head counselor?
291) Does she wish she could make the head counselor like her?

THE CAMP COUNSELOR (cont'd)

G. What is the counselor going to do?

292) Will she get the other counselors to stick up for her?
293) Will she be careful not to do anything that would hurt the head counselor's feelings?
294) Will she just slow down and do less work?

H. What does the head counselor do when the parents complain?

295) Does he keep changing things around the way different parents say he should?
296) Does he take it out on the children?
297) Does he make the counselors check everything they want to do with him?

I. How do the children act when they are alone with their own counselor?

298) Do they like her to help them with everything they do?
299) Do they always do exactly what she tells them to do?
300) Do they feel they are able to do many things on their own?

Assessing Children's Feelings

Scoring Key

1. Sexuality

41. Mrs. Brown: Does she expect the Teacher to be concerned about Jane's behavior towards the boys?
76. The Note: Did she (Harriet) feel that now the boys wouldn't have anything to do with her?
80. The Note: Did he (Mark) feel that he didn't want to have anything to do with girls?
83. The Note: Is he (Billy) upset that the girls never write notes about him?
86. The Note: Did she (Teacher) think that Joan is more concerned with the boys than with her school work?
92. The Note: Did Mark act embarrassed because the girls like him?
103. Marsha: Did she hope that everyone would like her?
108. Marsha: Did she wish that she would become very popular?
121. Mary & Steve: Might they (Parents) be angry because their older daughter is going out with a boy whom they don't like?
125. Mary & Steve: Would they (Parents) be frightened because their older daughter is staying out too late?
151. Susan: Was it that the Teacher yelled at her for talking to the boys too much?
166. Susan: Was it because she (Susan) felt the girls have a better time if there were no boys around?

2. Aspirations: Intellectual

34. Mrs. Brown: Was it that Jane's work has been so good that she wants Mrs. Brown to know how smart Jane is?
45. Mrs. Brown: Will she (Mrs. Brown) be a little dissatisfied because she wants Jane to do even better?
62. Mrs. Brown: Might she (Jane) wish that she would be the smartest in the class?
98. Marsha: Did the Teacher feel that Marsha would be very smart and the others could learn from her?
102. Marsha: Did she hope that she could be so smart that she could win a medal for the class?
109. Marsha: Did she wish that she could be the smartest in the class?
127. Mary & Steve: Might it be because they (Parents) can't understand why other people's children get good marks in school and their children don't?
152. Susan: Was it that the Teacher picked the child today for the special smart class?
173. Susan: Would she like to get special credit in class by writing the best reports?

182. Report card: Will he feel happy because this will show how smart he is?

194. Report card: Would he like to try to do even better next time?

199. Report card: Does he wish he'd do so well that he would win a special prize?

216. Jerry and Math Lesson: Did he hope he would become the best in the class in Mathematics?

2. Aspirations: Social

1. Class Play: Does she wish she could be the star of the play?

22. Class Play: Did they like it because they were able to show the whole school what they could do?

77. The Note: Was she (Harriet) worried that the children would make fun of her?

82. The Note: Did he (Mark) think he was something special?

84. The Note: Does he (Billy) feel that nobody likes him?

103. Marsha: Did she hope that everyone would like her?

106. Marsha: Did she feel that she would make lots of friends so she will get along all right?

116. Marsha: Are they glad they moved because Marsha didn't have friends in the other neighborhood?

155. Susan: Does she want to tell her mother she was voted president of the class?

174. Susan: Does she wish that she'll be voted into the school's special club?

177. Susan: Does she feel that she is popular and that's what counts?

181. Susan: Does she feel that what happened wasn't important so long as the class still liked her?

4. Perception of Authority: Accepting:

30. Class Play: Did they feel that the Teacher was fair in giving out the parts?

40. Mrs. Brown: Does she (Mother) feel that the teacher will be calm and try to keep her from worrying?

47. Mrs. Brown: Will she (Mother) be proud that Jane does so well?

65. The Note: Do they feel that the Teacher won't stay angry at them long?

87. The Note: Did she (Teacher) feel that she had nothing against Joan?

95. Marsha: Did Marsha think the Teacher liked her?

99. Did the Teacher feel that Marsha would fit into the class all right?

128. Mary & Steve: Did they (Mary and Steve) feel their parents will understand the problem and take care of it?

184. Report Card: Will he be glad to get it to show to his mother and father?

4. Perception of Authority: Accepting: (Cont'd)

189. Report Card: Will they (Parents) feel that he did his best?
266. New House: Would they (Parents) do everything that was necessary?
275. Camp: Do they think he (Head C) is usually pretty fair about things?

5. Perception of Authority: Controlling:

6. Class Play: Did the Teacher make the class take a play they didn't like?
18. Class Play: Do they feel that she (Teacher) doesn't really let them work things out the way they want?
25. Class Play: Did the Teacher make them rehearse too much?
50. Mrs. Brown: Will Mrs. Brown check with Jane every night and with the Teacher also?
94. Marsha: Did Marsha think the Teacher was bossy?
96. Marsha: Did she (Teacher) think everything would be okay as long as Marsha followed the rules she set up for her class?
124. Mary & Steve: Might they (Parents) be angry because they don't want their daughter rushing her homework to watch T.V.?
164. Susan: Does Susan feel that she always has to do things at the time her mother says?
203. Report Card: Does he know they'll make him spend more time studying?
274. The Camp: Do they think she (Counselor) made the children do everything just the way she wanted it done?
276. The Camp: Do they think he (Head C.) is always butting in and bossing everybody around?
297. The Camp: Does he (Nead C.) make the counselors check everything they want to do with him?

6. Perception of Authority: Threatening (Hostile, Rejecting)

39. Mrs. Brown: Does she (Mother) feel the Teacher will be angry with her?
43. Mrs. Brown: Will she (Mother) be angry? (If Jane is failing in her school work?)
49. Mrs. Brown: Will Mrs. Brown throw up her hands in disgust and walk out? (If Jane has been causing trouble?)
64. The Note: Do they expect the Teacher to punish them severely?
79. The Note: Was she (Harriet) afraid of the teacher?
93. Marsha: Did Marsha think the Teacher was annoyed?
97. Was the Teacher thinking that she had too many children in her class already?
123. Mary & Steve: Might they (Parents) be angry because the children keep bothering them to do things for them?
130. Mary & Steve: Do they feel that they have problems and their parents won't listen?

6. Perception of Authority: Threatening (Hostile, Rejecting) (cont'd)

163. Susan: Does Susan feel that her mother's time is taken up doing things to get attention for herself?
188. Report Card: Do they (Parents) punish him? (If his report card is not good.)
239. Jerry & Math: Did he wish he was able to tell his parents and not have to keep a lot of things about how he feels to himself?
273. The Camp: Do they think she (Counselor) hurt one of the children?

7. Perception of Authority: Ineffectual

16. Class Play: Do they think she should be more concerned and try to help out?
23. Class Play: Did they dislike the project because some children ran around wild and they couldn't get things done?
31. Class Play: Did they feel that the Teacher had not been able to get things going right?
42. Mrs. Brown: Will she (Mother) be upset because she just doesn't know what she can do about it?
66. The Note: Do they expect her (Teacher) to keep yelling at them but not really do anything about it?
129. Mary & Steve: Do they feel that their parents shouldn't fight like babies?
165. Susan: Does Susan feel that the trouble is that her mother never does get around to handling things?
267. New House: Would they (Parents) be unable to quiet him down because they are so worried themselves?
269. New House: Did he realize that his parents just hadn't known what to do?
272. The Camp: Do they think she (C) let the children get away with too much?
277. The Camp: Do they think he usually gets too excited over unimportant things (H.C.)
295. The Camp: Does he keep changing things around the way different parents say he should?

8. Feelings: Hostility Projected:

14. Class Play: Would she (Carole) be very angry and feel that someone was spiting her?
55. Mrs. Brown: Will she (Mother) feel that no teacher can tell her how to bring up her child?
58. Mrs. Brown: Did she argue with the Teacher about bringing her mother into it?
70. The Note: Did they feel like tearing it up?
78. The Note: Was she (Harriet) afraid that Mark would never speak to her again?

8. Feelings: Hostility Projected:

81. Was he (Mark) angry at the girls?
107. Marsha: Did she (Marsha) feel she will be annoyed at what the children will do?
138. Mary & Steve: Did Steve feel good if Mary was going to be punished?
176. Susan: Does she just feel that she hates the world?
186. Report Card: Will he be angry? (If his report card is not good)
198. Report Card: Would he like to rip it up? (If not good)
246. New House: Does he feel mad? (Lying in bed)

9. Feelings: Hostility provoked

136. Mary & Steve: Do the children get angry also? (When their parents get angry)
146. Mary & Steve: Does he get just as mad and answer back? (When Parents yell at him)
156. Susan: Did it make Susan angry? (When her Mother went off)
159. Susan: Did Susan yell at her mother for rushing off the way she did?
167. Susan: Was it because the boys were teasing her and she wanted to tease them back? (Suppose she had a fight. Why?)
209. Jerry: Did he feel angry at her? (The teacher)
221. Jerry: Will he cause a lot of trouble?
237. Jerry: Did he feel like taking a poke at the teacher?
240. Jerry: Did he dream the school caught fire and the Teacher got hurt?
288. The Camp: Will she get mad and yell back at the head counselor?
290. The Camp: Does she wish she could get rid of the head counselor?
292. The Camp: Will she get the other counselors to stick up for her?

10. Feelings: Inadequacy:

8. Class Play: Would he be unsure of himself?
12. Class Play: Would she think that she isn't good enough to be the star?
24. Class Play: Did they dislike the project because it never worked out the way they wanted it to?
33. Mrs. Brown: Was it that Jane is not doing as well in her school work as she could?
114. Marsha: Did she feel that she just didn't know what to do?
116. Marsha: Are they glad they moved because Marsha didn't have friends in the other neighborhood?
150. Susan: Was it that she had been doing badly in her school work?
183. Report Card: Will he feel disappointed because even though it was good he could do better?

10. Feelings: Inadequacy: (cont'd)

193. Report Card: Would he like to show it just to the kids whose marks were worse than his? (If his report card is good)
200. Report Card: Does he feel that no matter how hard he tried he won't do as well as he would like?
233. Jerry: Is it because he isn't smart even though he listens?
259. New House: Would he scream out? (If anything was there what would he do)

11. Feelings: Anxiety

7. Class Play: Would he be afraid that he would forget some of his lines?
10. Class Play: Would she feel she could do better if the parents weren't going to be there?
26. Class Play: Was it because some children were afraid to get on the stage?
37. Mrs. Brown: Was she (Mother) uneasy because she just didn't know how to feel?
67. The Note: Were they upset because it was something private and now the Teacher will know?
112. Marsha: Did she feel strange and worried about how she would do?
135. Mary & Steve: Do the children feel frightened: (When parents get angry)
143. Mary & Steve: Might they separate? (If the parents argue how would it wind up?)
225. Jerry: Did he feel so upset that everything went wrong?
244. New House: Did he feel frightened? (Lying in bed)
260. New House: Would he be too frightened to be able to do something? (If s.t. was there)
283. The Camp: Was she afraid she might lose her job?

12. Reactions: Passive Resistance

73. The Note: Did they want to stall and see if there was some way not to do it?
132. Mary & Steve: Will the children not get angry but still not do what they are told: (If the parents are angry)
144. Mary & Steve: Would the wife stop talking to the husband until he gave in? (If argued)
147. Mary & Steve: Does he sulk and not do as he is told?
162. Susan: Would Susan tell her mother that she had forgotten what it was about?
190. Report Card: Will they do nothing because Bobby stuck his card in his book and couldn't find it?
207. Report Card: Is it because he doesn't pay attention? (Why might not get good card)
215. Jerry: Would he like to work less?
224. Jerry: Does he seem busy but really not do his work?

12. Reactions: Passive Resistance (cont'd)

241. Jerry: Did he dream the Teacher asked him to do something quickly and he just took his time about it?
256. New House: Would he keep getting out of bed and keep putting off going back when asked to go back?
294. The Camp: Will she (Counselor) just slow down and do less work?

13. Reactions: Dependency (Demanding)

5. Class Play: Did the teacher pick out the play the class would use?
17. Class Play: Do they feel that she (Teacher) expects them to do too much on their own?
28. Class Play: Were they glad the Teacher was so helpful in telling them what to do?
100. Marsha: Did she hope that her mother could be there with her?
154. Susan: Does she want her mother to straighten this matter out?
172. Susan: Does she feel she should get help?
175. Susan: Does she wish that she had somebody to help her?
238. Jerry: Did he wish he could get somebody to help him?
243. Jerry: Did he dream that the Teacher took extra time to help him with his work?
250. New House: Was he because he knew his parents were there to take care of him? (that he felt at ease)
254. New House: Would he run downstairs for his mother? (If frightened)
298. The Camp: Do they like her to help them with everything they do? (Counselor)

14. Reactions: Independence(Self-Assertion-Neutrality)

4. Class Play: Did the class decide to write the play themselves?
21. Class Play: Did they like it because the play was theirs and they decided what had to be done?
27. Class Play: Were they glad to be able to do so much of the project themselves?
38. Mrs. Brown: Did she (Mother) feel curious about what it was the Teacher wanted?
56. Mrs. Brown: Would she rather think of her own way to handle the situation? (Mother)
95. Marsha: Did Marsha think the teacher liked her?
101. Marsha: Did she hope she would get settled in the classroom and get on with her work?
118. Marsha: Did she hope she would get the chance to prove what she could do?
145. Mary & Steve: Would they decide to talk it over sensibly? (Parents: if they argued)
257. New House: Would he get out of bed and go to them to tell them he's been calling? (If they don't answer).
261. New House: Would he get a stick or something in the room to use as a weapon to protect himself?

14. Reactions: Independence (Self-Assertion-Neutrality) (cont'd)

265. New House: Is he thinking how glad he is that he has something to say about what the family decided to do?

300. The Camp: Do they feel they are able to do things on their own?

15. Reactions: Non-acceptance of Responsibility (Externalization and Projection)

14. Class Play: Would she be very angry and feel that someone was spiting her? (If she didn't get the part she wanted?)
48. Mrs. Brown: Does Mrs. Brown feel that it is the other children who are really causing the trouble?
53. Mrs. Brown: Does she think that Jane is mad at the teacher and is doing it for spite? (If Jane is not getting along in the class)
74. The Note: Did she (Harriet) feel that the Teacher always picks on her and not on the other children?
105. Marsha: Did she think that the children would tease her and talk about her?
115. Marsha: Did they feel that the people in the other neighborhood were always making trouble for them?
178. Susan: Does she feel that the Teacher picks on her more than on the others?
187. Report Card: Will he know it is because the Teacher doesn't like him? (If card is bad)
197. Report Card: Would he like to tell everyone that the Teacher is a low marker. (If card is bad)
201. Report Card: Does he feel that he can't do better because the Teacher doesn't make anything interesting?
217. Jerry: Did he hope that the whole class would make the same kind of mistake that he did?
227. Jerry: Does he feel that the Teacher blames him for everything?
232. Jerry: Is it that the Teacher picks on him? (Why does he make so many mistakes?)

16. Reactions: Displacement:

68. The Note: Were they angry at Billy? (How did the children feel?)
85. The Note: Does he feel that it was really all Mark's fault? (Billy)
139. Mary & Steve: (When parents were talking about Mary) Did Mary get angry at Steve?
142. Mary & Steve: (If Parents were arguing) Would they start yelling at the children?
149. Mary & Steve: (When Parents yell at Steve) Does he get angry at Mary?
180. Susan: Did she feel she should be angry at her friend for keeping her so long that her mother had to leave?

16. Reactions: Displacement: (cont'd)

213. Jerry: Would he like to wait till he sees his brother and take a poke at him?
219. Jerry: Did he hope that his brother would get a bad mark?
229. Jerry: Does he get angry at his brother? (At other times when the Teacher yells at him?)
271. New House: Was he still so mad that he kicked the door?
278. The Camp: Was the counselor angry at the children? (After the Head Counselor left?)
296. The Camp: Did he take it out on the children? (When the parents complained to him?)

17. Reactions: Denial

69. The Note: Did they feel that they just didn't care? (When they were caught.)
137. Mary & Steve: Do the children feel that they don't care? (How do children feel when parents get angry?)
157. Susan: Does Susan not care one way or the other? (About Mother going off)
169. Susan: Would she completely forget about it just as if it never happened? (If scolded about her school work?)
185. Report Card: Does he just not care? (If card is not good)
208. Report Card: Is he because he doesn't care? (Why might not get good card)
222. Jerry: Will he act as if nothing happened?(In the future)
236. Does he feel that he doesn't reallywant to think of it?
245. New House: Did he feel like any other time, nothing in particular different? (Lying in bed)
249. New House: Did he feel that nothing possibly could happen?
251. New House: Would he start to think about something else? (If he were frightened)
263. New House: Does he wish that there weren't any noise?
286. The Camp: Will she just forget about what happened? (Counselor)

18. Internalizing (Shame, guilt, self-blame, reaction-formation to hostility)

52. Mrs. Brown: Does she think she didn't raise Jane properly?
75. The Note: Did she know it was her fault that the others got caught? (Harriet)
141. Mary & Steve: Did Steve feel they should be angry at him too because why should Mary get the blame?
153. Susan: Does she feel ashamed about doing something wrong?
161. Susan: Did Susan feel especially like loving her mother because she was so happy about her being back home?
171. Susan: Would she feel that the Teacher is really so nice that she will just do things the teacher wants?
211. Jerry: Did he feel mad at himself for making such a flop of himself?
218. Jerry: Did he hope that he could control himself more?
228. Jerry: Does he feel that it was really his own fault?

18. Internalizing (Shame, guilt, self-blame, reaction-formation to hostility) (cont'd)

235. Jerry: Does he think the Teacher is really nice but this last mistake he made was just one too many for her?

279. The Camp: Did the counselor feel embarrassed about what had happened?

281. The Camp: Did she feel that things always go wrong when she tries them on her own?

293. The Camp: Will she be careful not to do anything that would hurt the head counselor's feelings?

19. Isolating Feelings: (Intellectualization & Rationalization)

15. Class Play: Would she realize that she couldn't get a part every time? (Carole-if she doesn't get the part she wants)

20. Class Play: Did they like it because it was educational?

44. Mrs. Brown: Does she (Mother) feel that school work just isn't so important anyway? (How will Mrs. Brown feel if Jane is failing in her school work?)

110. Marsha: Did she wish that the Teacher would start the lesson so she could see if the work is the same as at her old school?

140. Mary & Steve: Was Steve happy that they weren't talking about him? (Suppose the parents were talking about Mary)

145. Would they decide to talk it over sensibly? (The parents - if they had argued.)

158. Susan: Is Susan satisfied because she knows that her mother is doing what has to be done.

202. Report Card: Is he busy explaining to them (Parents) how report cards in his school are different from those in other schools?

206: Report Card: Is it that his parents can't afford to buy the supplies he needs for school? (Why he might not get a good report card)

234. Jerry: Does he think the teacher was just upset today and took it out on him?

247. New House: Did he feel that he just wanted to know what was happening? (while lying in bed)

248. New House: Was it because he knew it's a new house and you have to expect funny sounds because everything isn't settled yet? (why at ease)

282. The Camp: Did she feel that even if she did the wrong thing, it wasn't so bad. (Counselor).

20. Exhibitionism

3. Class Play: Does she wish that she gets a chance to show off what she can do?

20. Exhibitionism (cont'd)

9. Class Play: Would he show off? (Jimmy - if he gets the leading role)
19. Class Play: Do they feel that she (Teacher) is happy at the chance to show off to the school?
22. Class Play: Did they like it because they were able to show the whole school what they could do?
36. Mrs.Brown: Did she feel proud because the teacher called her out of all the parents there? (Mother)
46. Mrs.Brown: Will she be glad to be able to brag about her daughter to her friends. (If Jane's work has been very good)
88. The Note: Did she (the Teacher) think that Harriet was just a show-off?
91. The Note: Did Billy brag about how great he is?
117. Marsha: Are they glad to be able to show all these new people how nice their apartment is?
122. Mary & Steve: Might they (Parents) be angry because they'd like to show off a new car like their neighbors but they can't afford it?
179. Susan: Did she feel she could brag about what she had done?
192. Report Card: Would he like to show it to everyone? (Bobby - if his report card is good).

21. Ingratiation

29. Class Play: Were they happy at this chance to do some thing to please the teacher?
60. Mrs. Brown: Will she try to be especially good now so that she won't be punished? (Jane)
63. Mrs. Brown: Would she wish that she could softsoap the teacher and get away with it?
90. The Note: Was Jean especially sweet to the teacher?
119. Marsha: Did she try to get in good with the Teacher by being extra nice?
131. Mary & Steve: Will the children try to do everything to please their parents? (If the parents are angry).
191. Report Card: Would he like to do a favor for the teacher? (If card is good)
212. Jerry: Would he like to do another example at the board correctly?
220. Jerry: Will he do everything to make the Teacher like him?
226. Jerry: Did he think about how he could make the Teacher like him?
285. The Camp: Will she try to be very sweet to the head counselor?
291. The Camp: Does she wish she could make the head like her?

22. Regression

13. Class Play: Would she feel like running home to her Mother and crying? (If she didn't get the part she wanted?)

22. Regression

71. The Note: Did they feel like crying? (When Teacher asked them to bring up the note?

100. Marsha: Did she hope that her mother could be there with her?

113. Marsha: Did she want to go home? (How did Marsha feel the rest of the day?)

148. Mary & Steve: Does he start to cry? (When parents yell at him)

170. Susan: Might she wish she could be little again and not have to go to school at all?

195. Report Card: Would he feel like crying? (If report card is not good)

252. New House: Would he start to cry? (If he got frightened?)

255. New House: Would he scream and make a fuss until they did come? (What might he do if he called and his parents didn't come?)

262. New House: Does he think about how much he would like to have to move back to their old neighborhood?

268. New House: Would they take him in bed with them? (What might parents do if he is upset?)

280. The Camp: Was the counselor so upset that she couldn't help crying?

23. Somatization

11. Class Play: Would she be afraid that she might get sick (if she got leading role?)

35. Mrs. Brown: Was it that Jane might have been sick? (Why did Teacher want to see Mother)

51. Mrs. Brown: Does she think it might be because Jane hasn't been feeling well lately? (Mother thinks the reason is Jane not getting along in class)

61. Mrs. Brown: Might she wish that she would get sick and then the Teacher would feel sorry for her?

89. The Note: Did Harriet stay home from school because she had a stomach-ache?

111. Marsha: Did she begin to feel sick? (How did she feel the rest of the day?)

120. Marsha: Did she get sick and have to go home?

126. Mary & Steve: Might they be worried because one of the children is ill? (Parents)

160. Susan: Did Susan stay in bed where she was resting because she had a bad headache? (When her mother came back)

205. Report Card: Is he sick too often? (Why might he get a poor report card)

230. Jerry: Does he think it is just because he doesn't feel well? (Why does he make so many mistakes?)

270. New House: Did he have a bad headache? (How did he feel when it was all over?)

24. Withdrawal

2. Class Play: Does she wish that she didn't have to have anything to do with the play?
59. Mrs. Brown: Did she try to hide herself? (When she heard her Mother was coming to see the Teacher)
134. Mary & Steve: Will they go off to their rooms and stay there until their parents get over it? (If the parents are angry)
168. Susan: Was it because she hadn't wanted to join in but just wanted to be left alone?
196. Report Card: Would he not talk to anyone and go straight home? (If card is not good)
210. Jerry: Did he feel like going home?
223. Jerry: Will he act shy and not want to raise his hand to answer any more?
231. Jerry: Is it because he is thinking of other things and not what the class is doing? (Why does he think he makes so many mistakes.)
242. Jerry: Did he dream that the same thing happened but this time he left and went home?
253. New House: Would he hide under the bed?
264. New House: Does he hope that he could fall asleep? (What might he be thinking?)
289. The Camp: Does she wish she could leave this camp and go to another? (Counselor)

25. Submission

32. Class Play: Did they feel that they should have done everything the way the Teacher wanted it done?
54. Mrs. Brown: Will she feel she should do just as the Teacher says? (Mother)
57. Mrs. Brown: Did she promise that she'd never do it again? (Jane)
72. The Note: Did they feel trapped like they must obey? (Teacher)
104. Marsha: Was she thinking that she would get along okay if she did whatever the teacher said she should?
133. Mary & Steve: Will they feel they will have to do whatever their parents say?
204. Report Card: Does he promise that he'll do whatever they want?
214. Jerry: Would he like to work harder so that he won't be yelled at all the time?
258. New House: Would he stay in bed? (What might he do if he called his parents and they didn't come?)
284. The Camp: Was she worried she had done it? (Counselor)
287. The Camp: Will she make sure she does just what the head counselor wants?
299. The Camp: Do they always do exactly what she tells them to do? (How do the children act with their counselor)

ASSESSING CHILDREN'S FEELINGS
(Validity Evidence)

The approach to obtaining an estimate of the validity of the instrument for "Assessing Children's Feelings" is complicated by the issue of "face" validity vs validity on the basis of an external criterion. In most respects, the concept of face validity is probably most consistent with the use of the instrument in the present investigation. Thus, most of the hypotheses regarding the achievement of children in relation to their own pattern of feelings and the interaction of such feelings with the teacher personality assume that the existence of certain kind of children's feelings is relatively more important as a determiner of a child's achievement with a given kind of teacher, than the overt behavior of the child. On the other hand, it is also probably true in these same hypotheses that the teacher reaction to a child's overt behavior also contributes to a lesser degree, however, to the magnitude of the child's gain in achievement.

The steps involved in the description of the development of the "Assessing Children's Feelings" instrument provide evidence regarding the attempt made to have the instrument have face validity. Additional steps have been taken to obtain evidence of validity on the basis of an external criterion.

In one school two of the classes involved in the present investigation had been involved in a longitudinal study of the children since the first grade. A considerable amount of detailed teacher observation evidence had been accumulated therefore, and this evidence was available to compare with the profiles resulting from the use of the "Assessing Children's Feelings" instrument.

Several steps were taken to determine the relation between the patterns of childrens' feelings resulting from the instrument and behavior evidence, and sometimes projective evidence (drawings, etc.) involving the same content.

Step 1. To evolve a description of the child's feelings from the profile resulting from the "Assessing Children's Feelings" instrument.

Step 2. To evolve a description of the child's feelings and motivation from the evidence contained in the child's folder, evidence covering a span of several years in the school.

Step 3. To compare these descriptions to determine the extent of similarity. In making this comparison, four levels of goodness of fit were employed; good fit, fair fit, mixed, poor fit.

Step 4. To compare the descriptions evolving from step 2 with the group descriptions, Group A, B, C and E.

Twenty-two pairs of descriptions were made and the nature of the goodness of fit is indicated in the following table:

	Comparison with group description Cases
Good fit	15
Fair fit	2
Mixed	1
Poor fit	4

The description involved in several cases are presented in order to give the reader an idea regarding the nature of the description and the nature of pairs of cases evaluated as "good" and "poor" fits.

Children Falling into the A group

Good fit (folder evidence with A group description). Case #316
Profile description:

"One of the outstanding foci of protocol is the importance of interpersonal relationships both with peers and adults. Popularity with her peers and being an outstanding star in achievement seem to be unusually significant for her. The latter has a slight edge and this may be the case because she may view this as enhancing further social standing with her peers and as a means of being accepted by adults.

Is very sensitive to the demands of authority figures whom she sees as quite controlling. By submitting to adult standards, by ingratiating tactics, and by making minimal demands, attempts to keep her relationships with adults on a even keel. In this way, she maintains the sense that she can expect understanding and acceptance from the important authority figures in her life.

Nevertheless, she is beset by anxiety concerning how to behave in various situations. Her feelings on this score run high. The anxiety shown may be enhanced by the fact that despite her uncertainty, she makes many self-assertive efforts and seems to be interested in contributing her share towards group efforts.

Infantile modes of behaving are not acceptable to her and all her efforts seem to be geared towards being a "nice," "good" child."

Folder evidence description:

"General school adjustment has been excellent. Attitude towards classroom activities throughout the years is seen as enthusiastic. School achievement has been consistent with ability. Her outstanding trait is listed as maturity, both generally and socially.

Throughout her school career, she has been described by her teachers as creative socially, a leader, popular, friendly to children and adults alike, understanding, reliable, efficient, capable, quiet, with a good sense of responsibility.

Available projective data suggest conventionality, conformity, ambivalence between love and hate with a tendency to turn hostility inward. Her orientation is towards reality and practicality, with little indulgence in fantasy. Although a great show is made of presenting herself as interpersonally adequate, there is some underlying sense of dissatisfaction with being a girl and a good deal of evasion suggesting a fearfulness in admitting to any problem areas. Intellectualization of responses seem characteristic."

Poor fit* (folder evidence with A group description) Case #330
Profile description:

"Several inconsistencies in this child's protocol suggest much floundering about and a good deal of inner tension. For one, there is the use of too many defenses that basically are incompatible indicating that he probably shifts from one to another and that, therefore, none of them are successful and doing the job they should do in terms of adjustment.

Secondly, though he will not openly admit to anger, it is apparent that he gets angry and does not adequately deal with provoking objects in the environment, tending to displace instead.

Thirdly, though he professes to see adults as highly accepting, he, at the same time, sees them as just as ineffectual. The contradiction here is that to see them in the latter light is to feel that they do not handle children's needs, are not dependable nor reliable - the opposite in fact of what would be inferred from the 'accepting' category. It would seem that the former is the wish, the latter, the reality.

Aspirations for school achievement are high as is the desire to be liked by peers. The status of the fulfillment of these needs are questionable since the poorly integrated defense system suggests breaks through of feeling tone that must affect relationships with those around him adversely."

Folder evidence summary:

"School adjustment has been poor for the most part, although somewhat better recently. From early in his school career, he has been described as a child who wants to be the center of attention and who desires babying, resorting to physical complaints when upset.

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*It should be noted here that the inference made from the individual's Assessing Children's Feelings profile is quite consistent with the folder evidence even though the folder evidence is inconsistent with the A group profile description. This discrepancy probably has its explanation in the fact that this case is an extreme A, that is, in comparison with most other children this case is one of a few which seriously "overshoots" the A group profile. Those cases which do overshoot are generally cases which show extrinsic profiles, the individual category scores mostly falling in stanines 1 and 2 and 8 and 9.

Both at home and in school, he has been slow at his work, rarely finishing assignments. His time is spent in daydreaming although he is subject to occasional fits of temper. These seem to occur in relation to feelings he has of being deliberately neglected, which is usually a distortion of the actual situation. He appears lonely and is on the fringes of the social organization in the classroom. He seems to be tense, chronically filled with resentment.

Though he has been described by teachers as being immature and resistant to authority, it has also been noted that he is 'reliable, and assumes responsibilities.'

His graphic material highlights the immature quality noted by observers. It also suggests that self-control is a problem and that he is a child who cannot contain himself with given boundaries nor organize his environment in any effective way. He spills over.

He appears to prefer physical activity which may serve to draw off inner tensions. Some of the latter may have as one source fearfulness re sexual impulses."

Children Falling into the B group (opposers)

Good Fit - Case #336
Profile description:

"Seems to be a child who is highly anxious although why this is the case is questionable from his protocol. One reason, however, is that he feels the environment is inadequately structured for his needs by adults whom he sees as neither dependable nor reliable. They do, nevertheless, exert control which is not pleasing to him and which he does not see as rational control.

Disturbed relations with authority figures may further be postulated by the primitivity of some of his defenses, regressive modes of behavior, without any compensation for these annoying qualities of behavior by any effort to please or ingratiate himself with others.

He probably blames others when trouble strikes, hits out in any direction is upset and it is likely that he may just as readily withdraw as behave in an infantile fashion.

His standing with peers is also questionable since he places much more weight on school achievement than on getting along with other children."

Folder evidence description:

"General classroom adjustment has been fair to poor throughout his school history despite adjunct psychological help during the second, third and fourth grades.

Descriptions of him by various teachers have been consistent. He is seen as over-emotional, immature, subject to temper-tantrums .

and frequent crying. Being aggressive, a tattler, sulking, impulsive and easily irritated, he has not gotten along well with the other children. Teachers describe him as ungenerous and uncooperative with his peers. He has been resistive to following out teachers' instructions. when things go wrong, he insists it is the other person's fault. He has been known to accuse others of stealing things he has not taken care of. In a recent sociogram, he marked 'dislike' for 26 children in the class.

At home, his behavior is also frequently of a regressive nature. Relationships with both his mother and his father appear to be disturbed. His mother is over-anxious and in conjunction with his father perfers a younger child. Father is very strict, rigid and old-fashioned in disciplinary approach. His mother states that the child is "scared to death" of his father who expects 'perfection' of him."

Poor Fit* - Case #134
Profile description:

"The 'business' of this profile suggests a highly reactive child who is also having difficulty in finding an integrated defense system to help keep him on an even keel.

There is much hostility present and it is as much a response to internal reactions as to external provocation. Open rebellion does not seem likely since authority figures are seen in a threatening light, but the trend towards passive resistance is very strong. Great effort is made to keep feelings in check, but it is doubtful if the effort is successful. This, together with the lack of rationalizing or sense of self-responsibility may cause some spill-over into somatic reactions.

All dependent needs are denied and what may be an inner disdain for adults seems likely from the strong movement away from any effort towards being ingratiating.

Preoccupation with girl-boy relationships and desire to be liked and accepted by peers is very high,bearing somewhat more weight than intellectual aspirations which, however, are also on the high side."

Folder evidence description:

"Adjustment in school has been fair to good with some ongoing speech therapy for several years. His stuttering has not seemed to injure his standing with his peers since he is, at the same time, an outstanding athlete and is looked up to for this outstanding ability. Teachers describe him as being popular and a fine leader. His responsiveness has varied ranging from apparent lethargy to active participation; from leadership to withdraw from prominence in favor of someone else; from being quiet and reserved to being outspoken and forward.

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*Note in this case that the "poor" fit evaluation has been made primarily on the teacher's description summarized in the first paragraph. Actually, projective evidence mainly from drawings would tend to classify this case as a fair to good fit.

Disturbed relationship with his mother seems apparent even to teachers who have observed them together. His mother pressured him to read and change handedness from the age of three at which time, his stuttering started. In contrast to her pressure re intellectual achievement is her over-solicitiousness regarding the child's health. He has told his teachers that he 'hates' to stay home and has been noted to avoid his mother at school functions when she is present.

His conformity has been pointed out by all. Nevertheless, projective data indicates tremendous underlying hostility (which may be tied up with his speech problem) as a key factor in his problems."

Children Falling in the C group (waverers)

Good Fit - Case #218
Profile description:

"Profile reveals an intense wish to be a social star along with an unusually strong interest in sexual ideation. She seems much more concerned with being liked by her peers than she is with receiving approval from adults.

However, there is little in her test patterning to suggest great development of social charm. Her 'busy-ness' is one of being 'in' things rather than 'of' things. She does not appear to make any effort to be ingratiating towards adults; she too frequently blames the wrong person when things go awry; she does not want to take responsibility for her own actions; and she may complicate this variety of irritating-like modes of coping with problems by complaints regarding health.

In addition, hostility seems fairly high and appears to have its sources in inner conflict whereas when provocation exists in the environment, it is not reacted to properly. This may be due to the feeling that authority figures are not only threatening but also offer insufficient support and provide inadequate structure and consistency."

Folder description:

General school adjustment has been fair to poor. She is cited several times as needing psychological assistance. Her mother has felt that she is a behavior problem at home. The mother mentioned that both she and the child's father are strict with this child. Discipline is severe but little affectionate attention is given her.

Throughout the years her teachers have described her as hyperactive, over-demonstrative, lacking in self-control, unable to concentrate and desirous of attention. Socially she is seen as unaccepted by her peers and as not needing class friendships. She is listed as a heckler and a tease. At home, her friends are younger than she and here she becomes the teacher and the boss.

Family relationship in general seems disturbed. Sibling rivalry exists between her and her older brother. Ambivalence is shown re a younger brother whom she takes care of giving both attention and 'slaps.'

Drawings suggest strong sexual curiosity, affiliative needs, a sense of rejection, inadequacy and anxiety largely centered around body needs and social participation."

Children Falling in the E group (Strivers)

Good fit - Case #133
Profile description:

"_____________'s profile suggests much activity in interpersonal relations with a whole organization of personality geared to being a success in terms of achievement and social goals. This child appears to be one who wants to be the 'star'. There is no admission here of any sense of inadequacy. However, the level of anxiety belies this strong statement of self-assurance indicating that the child is not as sure of herself as she would like to be.

There seems to be in her life good self-acceptance of dependency needs partly predicated on her going along with the wishes of authority figures and partly based on her feeling that adults are not overly punitive or overly hostile. She, for the most part, seems to relate to adults by attempting to be ingratiating and it may even be that this attitude is so well developed as to be a manipulative tool for gaining her ends. The hostility she does show appears to be expressed more indirectly and against those objects or persons from whom she would have nothing to fear in the way of retaliation.

The profile shows some over-concern with illness and/or a seizing upon this socially acceptable method of getting out of doing what you don't want to do or being excused for not meeting external standards.

Despite the seeming outgoingness of her profile and the rather free expression of social and sexual interest, there is some uneasiness regarding strong emotional involvement and some effort on her part to 'de-emotionalize' situations loaded with affective components."

Folder description:

"General school adjustment has been excellent from the inception of school to date. She is described throughout the years as being a 'born' leader, helpful, cooperative, socially mature, relating well to adults and 'dealing well' with them.

From kindergarten on, she has been well-liked by her peers, being very astute and insightful in regard to social situations in the classroom.

There is some feeling of striving and exhibitionism in her projective data. Also apparent is much emphasis on growing up and some conflict over ambition. A sense of truncation and the movement into the social rather than intellectual field of aspiration might be related to her mother's statement that she (the mother) feels her older daughter is really the 'bright' one and that she has lower standards for this child."

Poor Fit* - Case #110
Profile description:

"Despite some effort that is made towards limiting emotional reactions, this child, nevertheless, shows himself to be very actively involved in attempting to cope with problems of everyday living. The profile is so active, in fact, that it has about it a 'pesty' quality - as if everything matters so much that, the inference may be drawn, reactions to what seems trivial to others, and/or demands and desire will push this child into attitudes or modes of behavior irritating to others.

Redeeming this, however, is the movement away from carrying over into action (or minimally - the internal reaction against) more infantile modes of behavior, passive-resistive methods, and/or unwillingness to evade dealing with objects or situations arousing feelings (except by rational diversion).

Need for acceptance by peers is unusually high, second only to the desire for school achievement. Recognition, per se, in any manner is therefore a primary focus, and need to be the center of attention may find outlet in showing off to others.

Some dependency problem may be postulated combined with conflict re expressing the use of his own resources. The possibility exists that in view of the high submission shown along with the view of authority as being controlling, feels that self-assertion would be too dangerous and/or would lead to curtailing the satisfying of his equally strong dependency needs.

Anger scores are high but the effort at ingratiation shown and over-dependency on being liked by others suggest that it is neither too freely expressed nor well-channelized. It may find outlet in griping and complaints. This child also seems uncomfortable in dealing with sexual ideations.

The high level of anxiety and general context further suggests the stated self-adequacy is not expressing the underlying feeling and that the activity indicated by the profile is not paying off in fully satisfying needs."

Folder description:

"General school adjustment has been fair to good. Teachers throughout the years have seemed most concerned with the fact that he withdraws, does not participate too fully in class activities, appearing at times to be almost apathetic. It has been noted that he does not know how to make contact with other children. The suggestion was made that he needed a sympathetic attitude directed towards him and that he should not be pressured. He lacks self-confidence and his attitude towards himself is deprecatory.

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*Again it is noted in this case that the poor fit is between the group E (strivers) description and the folder description. Actually the individuals profile description is quite consistent with the folder description.

His mother has stated that she did not want this child and that she never liked him, but that she has bent over backwards to be nice to him.

Projective material suggest competitive, hostile attitudes, accompanied by an erratic impulse flow. Drawings confirm this indicating further that hostility is elaborated in fantasy."

APPENDIX 3

Teacher Observation Scale

In compiling the material used in this teacher observation scale, many sources have been utilized. The thinking of some of the outstanding researchers in teacher education has been drawn upon in addition to the thinking of the staff.

We are indebted to Ryans (8, 9) for the idea of dichotomous categories and for many of the headings incorporated into the rating sheet itself. Much of the descriptive teacher behaviors are listed in the publications of the Cooperative Research Project (3). Other statements making explicit the positive and negative poles of the final continua decided upon were likewise culled from various sources. For those who might be interested in examining the original sources, a bibliography has been appended.

BROOKLYN COLLEGE
Brooklyn, N.Y.

Date____________________

Teacher Observation Scale

School______ Class______ Teacher________________________ Observer______________

Sureness of Judgment:

Ext. - Extreme
Mod. - Moderate
Lit. - Little

I. Teacher Behavior

	Ext.	Mod.	Lit.	Lit.	Mod.	Ext.		Rather Uncertain	Reasonably Sure	Quite Sure	Not relevant to Lesson
a. Democratic							Autocratic				
b. Objective							Subjective				
c. Responsive							Aloof				
d. Flexible							Rigid				
e. Optimistic							Pessimistic				
f. Responsible							Evading				
g. Consistent							Inconsistent				

II. Teaching Role

	Ext.	Mod.	Lit.	Lit.	Mod.	Ext.					
a. Effective appro. (methods)							Ineffective Inappropriate				
b. Effective In. (materials)							Ineffective Inappropriate				
c. Individualized Instruction							Group Leveling				
d. Creative thinking Emphasis							Rote Emphasis				
e. Stimulating							Dull				

III. Psychological Climate

	Ext.	Mod.	Lit.	Lit.	Mod.	Ext.					
a. Security							Insecurity				
b. Facilitating							Limiting				
c. Child Centered							Teacher Cent.				

IV. Child Behavior

	Ext.	Mod.	Lit.	Lit.	Mod.	Ext.					
a. Alert							Disinterested				
b. Constructive							Obstructive				
c. Participating							Restrained				

Teacher Observation Scale

I. Teacher Behavior

A. Democratic - Autocratic
B. Objective - Subjective
C. Responsive - Aloof
D. Flexible - Rigid
E. Optimistic - Pessimistic
F. Responsible - Evading
G. Consistent - Inconsistent

II. Teaching Role

A. Effective-Appropriate (Methods) - Ineffective-Inappropriate
B. Effective-Appropriate (Materials) - Ineffective-Inappropriate
C. Individualizing Instruction - Group Leveling
D. Creative Thinking Emphasis - Rote Emphasis
E. Stimulating - Dull

III. Psychological Climate

A. Security - Insecurity
B. Facilitating - Limiting
C. Child-centered - Teacher-centered

IV. Child Behavior

A. Alert - Disinterested
B. Constructive - Obstructive
C. Participating - Restrained

Introduction

The names given to opposing ends of the continuums that have been selected for this teacher observation scale are explicable either in the terms used themselves or in the specific items listed in each category. For a few, however, where the names chosen are such as to cover a very broad scope or where connotative meanings accruing to the word are such as to alter the meaning from individual to individual, more specification was considered desirable. In addition to the specific items listed in these categories, then, the rater may find helpful as a further guide, the tentative operational definitions given to these categories which follow:

Democratic:

Indicates a milieu in which the pupil group is permitted to exercise both the freedom to participate in and the responsibility towards planning and carrying through policies, goals, and behavorial standards in the classroom. Also implied is that specific democratic procedures (i.e., voting majority decision, etc.) are followed. Democratic, in this context, does not imply a "laissez-faire" policy nor does it assume that the teacher gives up her necessary and rational leadership functions.

Autocratic

Indicates a setting in which the teacher sets and arbitrates all classroom policy. The term autocratic as used here implies only the "irrational" authority aspects of leadership. It does not include the necessary and rational authority functions of the teacher as leader nor the setting of reasonable limits and offering of guidance that is the teacher's responsibility.

Security

Indicates an atmosphere in which the child is offered both support and acceptance. By support is meant an attitude expressive of approval, encouragement, belief in, confidence in, and praise of the child. It also implies that necessary guidance and criticism is couched in objective, non-personal terms.

Acceptance

Implies an attitude of taking the person as he is without the impingement of negative value judgments derogatory in nature. Concomitant with this is an attitude of respect for the child as an individual.

Insecurity

Indicates an atmosphere in which neither support nor acceptance is forthcoming for the child. Lack of support is shown by consistent disapproval, discouragement, lack of confidence in, and lack of belief in the child. In non-acceptance there is also implied a lack of respect for the child as an individual.

Rejection would be considered the extreme of non-acceptance and would carry with it the further implication of a value judgment as to the child's lack of worth.

Facilitating

Indicates an atmosphere in which the teacher's behavior and attitudes are such as to facilitate responses in the child that betoken growth towards self-realization and/or enhancement of the child's self-concept.

Limiting

Indicates an atmosphere in which the teacher's behavior and attitudes are such as to lead to self-derogation, lack of confidence in the child and/or any type of regressive behavior or actions by the child that are opposed to self-realization.

Child-Centered

Denotes an attitude on the part of the teacher wherein the needs of the child are the center of the teacher's focus. The teacher's primary concern in her interpersonal relationships with the child, as differentiated from her specifically teaching function, would be in dealing with these needs.

Teacher-Centered

Denotes an attitude wherein the teacher's needs in the situation are satisfied without regard to their conflict with the needs of the child or without regard as to their impact (favorable or unfavorable) upon the child's development.

Effective-Appropriate vs. Ineffective-Inappropriate

Effective-Appropriate as used herein refers to a sensitive, judicial selection by the teacher from the repertoire of methods and/or materials that will lead to the most satisfactory movement towards the goal of child education. It infers adaptability of methods and/or materials to the exigencies of the moment and may include slowing down, speeding up, or temporary focus on tangential aims.

Ineffectiveness-Inappropriateness would mean a lack of these qualities and/or a mechanical application of teaching knowledge. The presence of orderliness, speed, and organization is not precluded in a positive sense. However, emphasis on these components of efficiency or their manifestation in the teacher in a manner incompatible with effective movement toward meeting intellectual and psychological growth of children would be considered negative.

I. Teacher Behavior

A. Democratic

1. Teacher encourages children to use democratic procedures (discussion, voting, acting as chairman).
2. Uses teacher-pupil planning in organizing classroom activities.
3. Permits pupils to share in planning educational activities.
4. Supports the idea of pupil government.
5. Permits children to work without direct supervision.
6. Permits children to take responsibility for routine classroom procedures.
7. Permits children to establish and enforce behavioral regulations in the classroom.
8. Gives reasons for individual and group work.
9. Provides opportunity for free discussion on vital issues.
10. Children interact with each other in a free situation - (conferences in sub-groups, etc.)
11. Teacher speaks less than 50% of the time.
12. Teacher encourages expression of more than one viewpoint.

A **Democratic** (cont'd)

13. Encourages children accepting responsibility in relation to the group.
14. Teacher sees that more than one side of a controversial issue is presented.
15. Teacher avoids coercion.
16. Welcomes questions from pupils.

A. **Autocratic**

1. Teacher runs class, assigns children to various jobs - (i.e., appoints committee member and heads).
2. Teacher dictates policy, goals, behavioral standards.
3. Teacher makes decisions leaving no room for free discussion.
4. Teacher gives peremptory orders. Expects immediate obedience.
5. Teacher gives long-range directions without clarifying discussions.
6. Teacher supervises carrying out of all routine classroom procedures.
7. Teacher speaks more than 50% of the time.
8. Teacher sets up task so that children in fulfilling them feel they are doing things for her.
9. Teacher discourages children's questions.
10. Teacher pushes for acceptance of her own point-of-view.
11. Teacher interrupts pupils although their discussion is relevant.

B. **Objective**

1. Teacher attempts to gather all pertinent information before making a decision.
2. Does not make a decision affecting classroom or school operations until emotions are under control.
3. Tries to find underlying cause of difficulty when conflict arises.
4. Permits children to voice opinions in teacher-child conflicts.
5. Attempts to keep conflict situation within bounds.
6. Attempts to be constructive in resolving problem situations.
7. Does not depend upon others to resolve conflict situations.

B. **Subjective**

1. Teacher makes decisions without having pertinent facts.
2. Teacher makes decisions based on emotions rather than upon facts.
3. Does not let child have his say in a teacher-child conflict.
4. In child-child conflicts, teacher lets personal likes and dislikes influence her decision.
5. Resorts to force or threats to resolve conflict situations.
6. Will leave child-child conflict situation unresolved or avoid accepting responsibility for rational resolution of conflict on basis of emotional reaction to situation.

C. Responsive
1. Teacher is warm and friendly. Receives children warmly.
2. Teacher laughs with the children.
3. Teacher commends children's efforts.
4. Teacher offers encouragement.
5. Teacher is gregarious.
6. Teacher is tactful.
7. Teacher enjoys children's jokes. (Has a sense of humor).
8. Teacher greets children (individual-collective) with a smile.
9. Teacher shows affection with voice and gestures.

C. Aloof
1. Teacher is reserved and detached.
2. Teacher seldom laughs with the children.
3. Teacher uses praise sparingly.
4. Teacher maintains emotional distance from children.
5. Does not joke with the children.
6. Does not display affectional responsiveness towards the children.

D. Flexible
1. Meets classroom interruptions tactfully.
2. Adapts time schedules to meet class needs. (Flexible in programming).
3. Changes or supplements text to meet instructional requirements.
4. Flexible in altering ability groupings to permit modifications for other needs.
5. Can include additions to planned program without too much disruption in class activity.
6. Avoids establishing rigid and unreasonable limits on pupil behavior.
7. Remains calm and self-possessed during classroom or school emergencies.
8. Knows when to avoid or delay resolving a conflict situation.
9. Can "stretch" standards when exigencies of situation demand it.

D. Rigid
1. Teacher does not adapt readily to classroom interruption.
2. Adheres to set programming.
3. Additions to planned program serve to disrupt class activity.
4. Sets rigid limits on pupil behavior.
5. Is arbitrary in enforcing standards.
6. Makes an issue of routine.
7. Is not prepared to deal with non-conforming behavior and/or interruptions - (i.e., watching or talking about a sudden event such as a snowstorm).
8. Becomes upset or irritable when usual routine is upset by classroom or other emergencies.

E. Optimistic
  1. Cheerful; good-natured.
  2. Genial.
  3. Receptive to joking.
  4. Emphasizes potential "good".
  5. Looks on bright side; speaks optimistically of the future.
  6. Calls attention to good points; emphasizes the positive.

E. Pessimistic
  1. Depressed; unhappy appearing.
  2. Skeptical.
  3. Calls attention to potential "bad".
  4. Expresses hopelessness of "world today"; "education today", the school system; fellow educators, etc.
  5. Notes mistakes; ignores good points.
  6. Frowns frequently; facial expression unpleasant.

F. Responsible
  1. Assumes responsibility; makes decisions as required.
  2. Teacher is conscientious.
  3. Teacher is punctual.
  4. Teacher is painstaking and careful.
  5. Calls attention to standards of quality.
  6. Teacher is attentive to class.
  7. Teacher is thorough.

F. Evading
  1. Avoids responsibility; disinclined to make decisions.
  2. "Passes the buck" to class, to other teachers, etc.
  3. Fails to give adequate help to pupils; leaves them on own too much in laissez-faire manner.
  4. Lets difficult situations get out of control.
  5. Inattentive to pupils.
  6. Teacher is cursory in her approach.
  7. Avoid responsible leadership as in setting standards.

G. Consistent
  1. Is consistent in educational approach
  2. Has a definite point of view in regard to educational practice which she follows.
  3. Individual lesson plans tie classroom instructional objectives to over-all educational objectives.
  4. Is consistent in discipline.
  5. Has general behavioral principles by which she operates.
  6. Sets clear, workable limits.
  7. Does not vary approach because of special likes or dislikes toward particular children.
  8. Is consistent in enforcing classroom regulations (though not rigid).
  9. Is consistent in interpersonal relationships.
  10. Maintains stable relationships with children.
  11. Maintains stable emotional background children can depend upon.
  12. Is steady and can be relied upon.
  13. Seems confident of ability. Firm and decisive in actions.

G. Inconsistent
   1. Instructional emphasis inconsistent because of lack of clear-cut educational philosophy.
   2. Educational objective not clear-cut in plans of individual lessons or vary in inconsistent manner.
   3. In discipline, will one time condone what she condemns at other times.
   4. Types of behavior acceptable not clear-cut to children because of variability.
   5. Permits special behavior to certain children on favoritism basis.
   6. Varies considerable in manner in which she approached child upon different occasions.
   7. Atmosphere varies according to mood tone of teacher so that children must rely upon subjective rather than objective criteria for behavioral standards.
   8. Teacher's behavior is erratic.
   9. Teacher indecisive, vacillates, seems to lack confidence.
   10. Alters decisions frequently.

II. Teaching Role - Methods

A. Effective-Appropriate
   1. Teacher gives clear directions on how to set up work before children start.
   2. Teacher explains what is to be accomplished. Keeps goals clear.
   3. Teacher explains how the immediate work fits with part work and projects, also into future work.
   4. Teacher makes assignments clear. (Classroom assignments easily understood by pupils).
   5. Returns pupils' work promptly.
   6. Makes provisions for study under supervision.
   7. Clearly structures pupil role.
   8. Teacher evaluates children's work.
   9. Teacher gives children benefit of sharing evaluation with them.

Specifics which may be noted
   1. Lessons in composition include emphasis on at least one aspect of mechanics of composition.
   2. Teacher includes emphasis on composition as communication.
   3. Work in spelling is based on evidence (pre-testing) regarding words known.
   4. Children are asked to say, look at, spell, say and write words.
   5. Varied materials are used in arithmetic besides workbooks and beads.
   6. In mathematics, different children use real materials, representative materials, or algorisms according to their level of achievement.
   7. Handwriting instruction is largely individualized.

Specifics which may be noted (cont'd)

8. Teacher sets the stage for frequent expression in various art forms.
9. Children have personal spelling lists.

A. Ineffective-Inappropriate

1. Teacher's directions ambiguous or confusing to children.
2. Teacher does not clearly define goals.
3. Teacher does not explain how immediate work fits in with part work and future work.
4. Teacher does not make assignments clear.
5. Children's work is not returned promptly.
6. Children's work is not checked.
7. Pupil role in classroom not clearly structured.
8. Teacher wastes time; stalls.
9. Teacher unprepared with plan for class work.

Teaching Role - Materials

B. Effective-Appropriate

1. Materials around room reflect a cross-section of America's ethnic and socio-economic groups.
2. Varied materials are used in reading other than texts and work books.
3. Classroom appearance reveals care and planning, (bulletin boards, displays, etc.)
4. Use of a variety of interest level materials for motivation.
5. Distribution of appropriate duplicated materials.
6. Resource materials are available when needed. (films, slides, etc.)
7. Reference and other resource material readily available.
8. Special books and supplementary reading available.
9. Teacher obtains and distributes materials offered by industrial and government agencies.
10. Bulletin boards and files contain appropriate materials for current units of instruction.
11. Pupils encouraged to bring resource materials from home.
12. Provision for tests and reviews are needed.
13. Has enough materials for all children or sees that the children take turns.
14. Teacher has materials distributed and collected quickly.
15. Materials integrated with lesson; can be handled by the children.

B. Ineffective-Inappropriate

1. Little care of planning revealed in classroom appearance.
2. Materials used for motivation insufficiently varied.
3. Resources and materials are not available when needed.
4. Teacher does not make provision for having available special books and supplementary reading.
5. Bulletin boards are not kept up-to-date with current topics.
6. Teacher fails to have sufficient materials or provide for turntaking by children.

B. Ineffective-Inappropriate (cont'd)
   7. Distribution and collection of materials involves considerable delay.
   8. Materials not easily accessible to children.
   9. Materials not integrated with lesson.
   10. Uses materials of such a nature that they cannot be handled by the children.
   11. Little use made of outside resources to supplement available material.
   12. Insufficient use made of visual aids.

C. Individualizing Instruction
   1. Lesson plan provides for various levels of work.
   2. Pupils work in committees which reflect different rates of growth.
   3. Teacher provides individual plans for different students.
   4. Provides special resource materials for particular students.
   5. Works with individual pupils during free periods.
   6. Provides for individual help during class hours.
   7. Helps able pupils go beyond classroom assignments.
   8. Spends more time with some pupils than others, according to their needs.
   9. Shows appreciation of pupils in terms of individual progress.
   10. Encourages individualized solutions to work problems, assignments and other projects.
   11. Works as hard for slow and fast pupils as for "average" pupils.
   12. Children are grouped for reading according to formal and informal tests.
   13. Teacher is willing to work with "problem" pupils as well as "average" pupils.

C. Group Leveling
   1. Lesson plan makes no provision for various levels of work.
   2. Committee groupings do not reflect different growth rates.
   3. Time is not apportioned according to individual needs.
   4. Teacher does not individualize assignments for able pupils.
   5. Does not provide special resource materials for particular children.
   6. Does not use any free time in working with individual pupils.
   7. Teacher is disinclined to work with "problem" pupils as well as with "average" pupils.
   8. Teacher does not work as hard for slow and fast pupils as for "average" pupils.
   9. Teacher does not encourage individualized solutions to work problems and assignments.
   10. Shows little concern for individual progress.

D. Creative Thinking Emphasis
   1. Encourages creative use of materials and of situations by children.

D. Creative Thinking Emphasis (cont'd)

2. Teacher thinks up original ways of introducing routine assignments.
3. Teacher uses creative activity in language arts, such as dramatizations, choral speaking, puppetry and creative writing.
4. Generally works to get children to answer their own questions.
5. Teacher promotes discussion to get children to conclude why something happens (science) rather than giving direct explanation.
6. Raises some questions which have no unique answer.
7. Encourages children to experiment.
8. Encourages initiative and originality.
9. Asks thought provoking questions.
10. Encourages pupils to call on other school staff for special assistance.
11. Presents problems that challenge pupils' imagination.
12. Provides opportunities for experimentation in the classroom.
13. Encourages pupils to carry out individual projects outside of school.
14. Shows personal excitement for new ideas and knowledge.
15. Helps child to point up his main contribution.
16. Encourages pupils to challenge old ideas with new ones.

D. Rote Emphasis

1. Little encouragement offered for creative use of materials and of situations by children.
2. Creative arts are not integrated with rest of program.
3. Does not stimulate children to seek their own answers to questions.
4. Does not promote group discussions which would help children to conclude why something happens or which would help to lead to a generalization.
5. Fails to raise questions which have no unique answer.
6. Fails to encourage children to experiment.
7. Does not encourage expression of child's own ideas or interests.
8. Does not encourage initiative or originality.
9. Is threatened and reacts negatively when pupils call on other school staff for special assistance.
10. Teacher is concerned only with specific curriculum.
11. Does not greet new ideas with excitement.
12. Does not challenge old ideas and frowns upon pupils doing so.
13. Uses drill under pressure where speed and accuracy are demanded.
14. Rejects atypical products.
15. Emphasis is solely on learning presented facts and methods.
16. Discourages child's use of individual or alternative methods of problem solving.

E. Stimulating
   1. Teacher highly interesting in presentation of material.
   2. Teacher clever and witty, though not smart-alecky or wise cracking.
   3. Teacher is enthusiastic; animated.
   4. Teacher's assignments are challenging.
   5. Teacher brings lesson to a successful climax.

D. Dull
   1. Teacher uninteresting. Explanations monotonous.
   2. Teacher's assignments provide little or no motivation.
   3. Teacher fails to provide challenge to pupils.
   4. Teacher lacks animation.
   5. Teacher is pedantic; boring.
   6. Teacher lacks enthusiasm.

III. Psychological Climate

A. Security
   1. Makes children feel accepted as individuals.
   2. Children's rights are respected.
   3. Treats children courteously.
   4. Shows approval, accord, thanks, acceptance of spontaneous or self-initiated behavior of child.
   5. Uses informal, conversational type of speech with children.
   6. Respects children's wishes and requests and when these cannot be carried out gives a reasonable explanation which the children accept.
   7. Shows neither favoritism, neglect or persecution. Gives more time to those children who need it at the moment.
   8. Helps bolster the non-accepted child both in his own eyes and in the eyes of the group.
   9. Shows patience with children who are not helpful.
   10. "Stands by" the child who is "different" and helps him to integrate with the group.
   11. Gives approval where there can be several answers or new answers.
   12. Speaks highly of children's achievements.
   13. Supports offending child as well as the offended in a squabble.

A. Insecurity
   1. Directs disapproval, threats, blame or shame toward the child as a person.
   2. Expresses partial or complete disapproval of ideas, behavior or personal characteristics of the child.
   3. Frequently resorts to punishment, i.e., sends child out of room; keeps child after school; sends child to principal's office; directs physical attack against child; deprives child of specific material, activity, "right" or privilege.
   4. Personal disapproval frequently used toward the individual child or towards the group.
   5. Manner indicative of lack of support, is threatening, guilt-provoking, challenging.

A. Insecurity (cont'd)

6. Dominant intent is to admonish child, i.e., focus on his personal failure or failings in the situation.
7. Uses children as objects of ridicule.
8. Deviation from teacher's standard is treated as evidence of dumbness.
9. Responses to child with direct refusal or contradicts child.
10. "Talks down" to the child.

B. Facilitating

1. Encourages children to display materials reflecting their personal culture, interests, achievements.
2. Uses children's hobbies to motivate classroom activities.
3. Allows pupils to display results of their individual talents in the classroom.
4. Encourages exploration of community resources.
5. Uses experiences of the child for motivation.
6. Shares own experiences of travel and reading.
7. Encourages the development of hobbies.
8. Guides a child to use his experience in finding the correct answer.
9. Encourages children to read for fun books based on their own interests.
10. Structures statements or questions which proffer information to raise questions about the problem in an objective manner with intent to facilitate learner's problem solving.
11. Helps child to define, redefine or advance a problem.
12. Contributes to child's understanding by offering needed information/explanation and/or by non-directive probing or by relevant questioning.
13. Helps children change viewpoints in light of the facts without losing face.
14. Fosters cooperative behavior.

B. Limiting

1. Teacher's statements or acts offer child no choice.
2. Teacher's statements or acts force child into action in conflict with his own activity or statement.
3. Fosters competition.
4. Avoids replying in situation where child seeks clarification.
5. Is misleading by bringing in irrelevant questions, statements, issues.
6. Offers poor or impractical suggestions.
7. Ignores those children who do not participate in a discussion.
8. Ridicules child's suggestions or ideas.
9. Does not encourage children to relate outside experiences.
10. Does not give slow learners a feeling of accomplishment.
11. Does not assist and encourage slow learners.
12. Neglects working with "difficult" children.

III. Psychological Climate (cont'd.)

C. Child-Centered

1. Encourages growth of self-understanding in children through various media.
2. Directs emotional drives expressed by children into constructive channels.
3. Works to divert and re-channel potential anti-social behavior.
4. "Arranges" that children needing certain contacts or work get onto the appropriate committee.
5. Permits discussion on class behavior problems stimulating class to reach decision as to acceptable behavior.
6. Maintains emotional control in the classroom.
7. Understands children's interests.
8. Considers children's interests in planning classroom activities.
9. Is interested in and knows something about children's out-of-class behavior.
10. Saves "free" time during school day for consultation with children.
11. Announces availability for teacher-child conference.
12. Is objective in resolving problem situations.
13. Criticism is phrased in terms of the efficacy of child's action in relation to problem at hand.
14. Gives children a chance to voice their "gripes" in relation to the class and teacher.
15. Admits not knowing answers and helps students to find them.
16. Accepts criticism of herself.
17. Admits responsibility for own act that is inconvenient, unjust or unfair to another.
18. Provides for physical comfort of students in classroom.
19. Is aware of particular problems in the class.

C. Teacher-Centered

1. In discussing classroom problems indicates no awareness of personal limitations.
2. Resorts to violence to maintain or restore order.
3. Shouts to be heard.
4. Seeks personal gratification at children's expense.
5. Punishment is motivated by vengeance.
6. Does not admit to the possibility that she may be wrong.
7. Will not admit to possibility that personal perception of conflict may distort reality of situation.
8. Handles anti-social act by threat, punishment, shaming, anger.
9. Evasion of a child's protest or complaint.
10. Refuses the floor to a child who is bursting to speak.
11. Postpones fulfillment of child's request without expressed reason or consideration.
12. Reacts with sarcasm, hostility, or irritability to child's demand.
13. Criticism is phrased in such a way as to injure child's self-esteem.
14. Is sole arbiter of behavioral standards.

C. Teacher-Centered (cont'd)
  15. Will not tolerate any criticism directed towards her.
  16. Lacks awareness of particular problems in class
  17. Fails to deal with particular problems in class.
  18. Is careless about providing for physical comfort of children in classroom.

IV. Children's Behavior
A. Alert
  1. Children appear relaxed and attentive to teacher's explanations.
  2. Children show interest in topics under discussion.
  3. Children do not show signs of boredom (yawns, whispers, looking around).
  4. Children do not seem to be daydreaming, attention is not wandering.
  5. Children show enthusiasm for a particular activity.
  6. Children show interest by suggestions and participation.
A. Disinterested
  1. Children appear tense; give evidence of restlessness.
  2. Children show signs of aversion towards a particular activity.
  3. Children appear bored (yawn, much whispering, etc.)
  4. Children involved in private conversations.
  5. Children do not spontaneously contribute to ongoing activity.
  6. Children not active in integrating with ongoing activity, (i.e., not alert to errors, possible slips, etc.)

B. Constructive
  1. Pupils appear eager to cooperate with teacher's requests.
  2. Pupils quiet during teacher's explanations.
  3. Children not aggressive toward each other.
  4. Children cooperative with and friendly toward teacher.
  5. Children do not block progress towards a goal by excessive competitiveness.
  6. Children willing to cooperate, share ideas, etc.
  7. Children contribute to solving own problems.
  8. Children contribute to solving another's problem by offering ideas and suggestions.
  9. Expresses appreciation of another child's effort.
B. Obstructive
  1. Children resistant, negativistic towards teacher's demands or requests.
  2. Children excessively noisy; rowdyism is present.
  3. Children verbally or physically aggressive towards each other.
  4. Children appear excessively irritable; non-cooperative with each other and with the teacher.
  5. Children frequently interruptin non-constructive manner.
  6. Children demand, command, use force, attack status of other children.

C. Participating
  1. Children make frequent use of available resource materials.
  2. Children bring in projects.
  3. Children relate relevant experiences.
  4. Children show enthusiasm for activity under way.
  5. Children join in discussions freely.
  6. Children feel free to offer suggestions and contributions.
  7. Children move freely towards the teacher in friendly, confiding manner.

C. Restrained
  1. Children excessively conforming, lacking in spontaneity.
  2. Children answer only when called upon.
  3. Children frequently busy with silent seat work.
  4. Children show lack of warmth or coolness towards each other.
  5. Children show constraint based on fearful attitude towards the teacher.

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APPENDIX 4

The Manifold Interest Schedule

THE MANIFOLD INTEREST SCHEDULE*

1. Development of the Manifold Interest Schedule

The development of the Manifold Interest Schedule and a method of analyzing responses to it has been directed toward two major purposes: counseling and evaluation - research.

Counseling as a part of the educational process for college and high school students has become increasingly more widely accepted. It has also become more complex as a result of increasing knowledge regarding the many variables which affect a person's success in the field of his choice, not only as a student but also in his vocational activity. The counseling process (formal and informal) appears to be the only known method of increasing the effectiveness of college and high school programs. Collegiate efficiency is low when relatively large proportions of students withdraw from college or are asked to leave because of academic reasons. It is also low when students oscillate in the pursuance of a well-defined educational goal. Counseling as a process can reduce such inefficiency. In the usual college setting with many students to be counseled, the counselor's work can be more effective if he is provided with valid "approach information" regarding the student as well as with generalizations which relate such "approach information" to alternative courses of action. In the development of the Manifold Interest Schedule an effort has been made to tap those interests of students which are likely to be involved in the student's various decisions as well as in the counselor's advice.

Research and evaluation is also an activity deemed necessary if the college's work is to be as effective as possible. How to predict the best academic risks to be admitted to college is a research activity. How to determine those students who can depart from formal educational processes and engage in independent study is also a research activity. These problems and many others require instruments of evaluation which are related to the variables likely to be involved in the most significant and recurring admission, curricular and instructional problems of colleges. Studies which have been made at Brooklyn College with the Manifold Interest Schedule suggest that it is a promising device for attacking many such problems.

The Manifold Interest Schedule has been designed to assess certain aspects of the student's personality and his interest in a number of academic fields. Many approaches have, of course, been made to the problems of assessing personality. Such approaches range from complete projection of which the Rorschach is the most widely known example to the more structured device as represented by the Adjustment Inventory of Hugh Bell. The "interest" approach to the assessment of personality has been employed in many instruments and varying degrees of success have been obtained depending upon the nature of interest variables or categories employed.

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* The material of this Appendix has been taken directly from A Manual on the Manifold Interest Schedule. L.M.Heil, G.V.Sheviakov and Solomon Stone. Permission by the authors.

The Manifold Interest Schedule has been developed on the assumption that interests can reflect personality and that interests related to some of the psychoanalytic variables or concepts are likely to be most effective in obtaining reasonably valid estimates of personality. Estimates are underlined because it is not assumed that the semi-projective interest approach can yield a precise measure of personality.

2. Description of the Categories of the Manifold Interest Schedule

The Manifold Interest Schedule consists of 420 activity items divided among thirty categories with fourteen items per category. Eighteen of the thirty categories are non-academic (personality related) and twelve are academic. Twenty-eight of the academic interest items are cross-coded into two additional categories, reading and manipulative. The 420 items are divided into five sub-schedules with six categories in each sub-schedule. The items in each sub-schedule are scrambled in order to disguise as much as possible the nature of the categories represented.

The overall category structure of the Manifold Interest Schedule is represented in the following chart:

Academic Categories

Social Science
Physical Science
Biological Science
English

Foreign Language
Mathematics
Industrial Arts
Home Economics

Business
Fine Arts
Music
Sports

Reading
Manipulative

Non-Academic Categories

Human Relations

Authority
Opposite Sex
Leadership
Family
Same Sex
Identification with Others
Solitary

Fantasy Life

Magic
Mystery
Humor
Dramatics
Fantasy
Life-Death-Universe

Organization of Drives and Impulses

Preoccupation with Cleanliness
Self-Severity
Methodical
Acceptance of Impulses
Aggression

The fourteen items for each category above are reproduced in Appendix A.

A brief definition of each of the non-academic interest categories is presented below together (in parenthesis) with the personality attribute sampled by the category. A high score in any one of the thirty-two categories indicates a high interest in the kind of activity represented by the category title.

Human Relations

Authority (Resistance to): Interest in being independent of direction by an authority figure and in evolving one's own way of proceeding. (Feelings of autonomy).

Opposite Sex: Interest im the opposite sex in the form of intellectual activity, e.g., reading and also direct participation in activities involving both sexes. (In combination with or juxtaposition to Same Sex an indication of level of psychosexual development; in combination with Family, Identification with Others and Same Sex an indication of movement toward or away from people.)

Leadership: Interest in organizing and directing others either directly or "behind the scenes". (Power drive).

Family: Interest in sharing experiences with members of the family both in and out of the home. (In combination with Same Sex and Opposite Sex an indication of dependence on or security in the family or emancipation from family ties.)

Same Sex: Interest in social, educational and athletic activities in which only the same sex is usually involved. (See Opposite Sex, Family, above).

Identification with Others: Interest in other peoples' thoughts, feelings, actions and problems in the form of intellectual activity, e.g., reading, and by direct participation or helping others. (Toward or away from people).

Solitary: Preference for doing things by one's self rather than with others. (Withdrawal tendencies).

Fantasy Life

Magic: Interest in the use of supernatural and magical symbols and processes such as charms, rituals and superstitious beliefs. (Practicing magical and wishful control of reality).

Mystery: Interest in secrets and the origins of things as represented in intellectual fields and social taboos. (Indicating strong curiosity, often expressed by persons who as children have been over-protected from learning about realities of life).

Humor: Interest in slapstick, puns, jokes, comics and other similar forms of humor. (Suggesting a tension-release activity and/or the use of a socially acceptable form of hostility).

Dramatics: Interest in the theatre arts both in the form of individual performance and "behind the scenes" activity. (In connection with Authority and Leadership an expression of power or prominence needs. This category can also be employed as an additional category of academic interest).

Fantasy: Interest in imagining and conjecturing in the context of relations with others and power. (Reflecting a method of satisfying socially unacceptable impulses and/or as an escape when facing problems difficult to solve).

Life-Death-Universe: Interest in the beginnings and ends of life and in the cosmic. (Reflecting a need to externalize anxieties and put them on a cosmic scale where they can be dealt with philosophically).

Organization of Drives and Impulses

Preoccupation with Cleanliness: Concern for cleanliness and purity and a fear of contamination. (May reflect shame and guilt feelings resulting from early training in cleanliness and/or may reflect escape from anxiety by engaging in repetitive cleanliness activity).

Self-Severity: Interest in testing and disciplining one's self. (Reflecting self-censorship and the possibility of a severe conscience).

Methodical: Interest in rigidly patterned and repetitive activity. (An urge for compulsivity and ritualization).

Acceptance of Impulses: Interest in doing things on the spur of the moment and letting one's self go. (Reflecting a tendency to follow hostile and libidinal impulses).

Aggression: Interest in doing things which may harm or irritate others either by physical or verbal means. (Reflecting an expression of hostile and aggressive tendencies or a lack of fear of one's aggressive impulses).

Summarizing the above it may be said that the Manifold Interest Schedules are meant to be a survey or appraisal of the degree of the student's interest in:

A. Traditional fields of academic subject matter areas.
B. Students' interests in activities involving interaction with other persons. (Classified as: "Human Relations").
C. Students' preoccupation with "escape mechanisms", such as flight into fantasy; the use of magic as a substitute for dealing directly with realities of life; preoccupation with the mysteries of living and with death and the hereafter - a supreme escape, etc. (Classified as "Fantasy Life").
D. Students' way of coping with impulses. Thus this group of categories attempts to bring to light the degree to which a student is inhibited, "restricted", compulsive vs. free, spontaneous and accepting of his own impulses. (Classified as "Organization of Impulses").

MANIFOLD INTEREST SCHEDULE

Non-Academic Interests

Asterisks indicate the stanine level for each category score. Stanine 1 is low, 5 is average, and 9 is high. Norms are based on 1,475 freshmen entering Brooklyn College in the Fall 1957 semester, of which 785 are women and 690 are men.

Student Name: SMITH JOHN

Student #: 999999

JAN 1960

Stanine:

HUMAN RELATIONS

	1	2	3	4	5	6	7	8	9
Authority				*					
Opposite Sex					*				
Leadership					*				
Family				*					
Same Sex							*		
Identifying with others						*			
Solitary								*	

FANTASY LIFE

	1	2	3	4	5	6	7	8	9
Magic	*								
Mystery									*
Humor			*						
Dramatics								*	
Fantasy					*				
Life — Death Universe								*	

ORGANIZATION OF DRIVES AND IMPULSES

	1	2	3	4	5	6	7	8	9
Preoccupation with cleanliness				*					
Self-Severity				*					
Methodical							*		
Acceptance of impulses		*							
Aggression			*						

A	9
B	2
C	9
D	2
E	6
F	5
G	
H	
I	
J	
K	
L	

MANIFOLD INTEREST SCHEDULE

Academic Interests

Asterisks indicate the stanine level for each category score. Stanine 1 is low, 5 is average, and 9 is high. Norms are based on 1,475 freshmen entering Brooklyn College in the Fall 1957 semester, of which 785 are women and 690 are men.

JAN 1960

Student Name SMITH JOHN

Student # 999999

Stanine:

	1	2	3	4	5	6	7	8	9
Social Science						*			
Biology						*			
Physical Science					*				
English					*				
Foreign Language					*				
Mathematics		*							
Business				*					
Home Economics						*			
Industrial Arts					*				
Fine Arts					*				
Music				*					
Sports				*					

	1	2	3	4	5	6	7	8	9
Manipulative						*			
Reading								*	

3.0 Method of Scoring the Manifold Interest Schedule

Scoring for the Individual Interest Categories

The student is asked to respond to each of the 420 activity items in terms of LIKE, INDIFFERENT or DISLIKE. The indifferent response category is provided primarily to assist the student in making his response even though such responses are not scored. It is recognized that in omitting the indifference scores some information is lost.

Each category of the Manifold Interest Schedule is scored on the basis of LIKES minus DISLIKES, and theoretically the range of scores for a category is from 14 to -14. However, in order to compensate for the varying overall "Like" level of an individual student all of his category L-D scores are modified up or down with the result that the sum of his modified L-D scores is equal to that for the whole population and the same for every student* The modification of category scores is upward for low "Like" level students and downward for high "Like" level students. Modified category scores are reported in terms of stanines (standard scores in nine units) and separate stanine tables are employed for men and women. The following table gives the relation between stanines and percentiles:

Stanine	Percentile
9	97-100
8	90-96
7	78-89
6	61-77
5	41-60
4	24-40
3	12-23
2	5-11
1	0-4

The stanine scores for individual students are reported on two profiles "Academic Interests" (pink sheet) and "Non-Academic Interests" (blue sheet), see facing page. The asterick (*) indicates the stanine level of interest. For example, the asterick at stanine 8 for "Authority" means that the student's modified L-D score for "Authority" places him in the 90 to 96th percentile range. Such a score would mean that the student falls high in a desire to be independent of direction by an authority figure and that he likes to evolve his own way of proceeding. (The authority category is the only category of the Manifold Interest Schedule which is interpreted in terms of resistance or opposition. In all other categories a high stanine value is interpreted as a liking or desire for the kind of thing represented by the category title.) A low stanine value for authority would mean that the student wants direction, does not like to participate in decision-making and appears to be subservient to authority figures.

It should be remembered that separate tables have been used for men and women for converting modified L-D scores with stanines. Therefore, for a category like Home Economics in which significant sex differences exist in the modified L-D scores, a man's score is reported in relation to other men and a woman's score in relation to other women.

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* See Section 6.0 for a description of modified scores.

Method of Scoring for Standard Profiles

A majtr problem involved in the use of the evidence obtained by the Manifold Interest Schedule is how to summarize the entire non-academic profile. This problem exists in connection with counseling as well as research. Work on this problem, generally referred to as profile analysis, has resulted in the evolution of six standard profiles.* Each one of the standard profiles represents a particular configuration of the eighteen non-academic categories. These six standard profiles have been evolved empirically by an analysis suggested by Cronbach.**

The following chart gives the configuration of the stanine values for Standard Profile A.

	Stanine Value 1	2	3	4	5	6	7	8	9
HUMAN RELATIONS									
Authority							*		
Opposite Sex						*			
Leadership		*							
Family				*					
Same Sex			*						
Identifying with Others		*							
Solitary				*					
FANTASY LIFE									
Magic								*	
Mystery						*			
Humor							*		
Dramatics		*							
Fantasy								*	
Life-Death-Universe					*				
ORGANIZATION OF DRIVES AND IMPULSES									
Preoccupation with Cleanliness				*					
Self-Severity			*						
Methodical			*						
Acceptance of Impulses								*	
Aggression									*

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* A standard profile is a particular combination or pattern of the eighteen personality variables which approximate the individual profile of an appreciable number of students.

** Assessing Similarity Between Profiles, Cronbach and Gleser, Psy. Bull. 50,456, 1953

The non-academic profile for each student is compared with each one of the six standard profiles to determine the student's distance from each of the standard profiles. The "closeness" to each such standard profile is represented by a stanine value. Thus a student may have "stanine distances" from the six standard profiles represented by the numbers 1, 9,3,7,4 and 6. Such a result would mean that the student is closest to the first standard profile and most distant from the second standard profile. The stanine values for the above student mean that because he is in stanine 1 for the first standard profile he is among the four percent of the students who are closest to the first standard profile. And, being in stanine nine for the second stanine profile means that he is among the four percent of those students who are farthest removed from the sixth standard profile. The stanine distance from each of the six standard profiles ABCDEF is recorded in the upper left hand corner of the "non-Academic"(blue) profile.

An examination of the stanine distances from each standard profile will thus reveal the relative closeness of the student from each of the six standard profiles. The counselor can thus quickly identify the standard profile which is most characteristic of the student's actual profile and proceed to examine the individual category scores in order to sharpen and give more meaning to the personality description of the student. The research person can use the "stanine distance" from each standard profile to classify students into one or another of the standard profiles depending upon which one the student is closest. It is found empirically that approximately seventy percent of students may be classified into one or another of the six standard profiles. It is found that some students are not so classifiable because they are too distant from all six standard profiles or because they "tie" in being close to two or more standard profiles.

It is important to note that a student may fall into one or another of the six standard profiles either by being quite close to or by being farther removed from the standard profile. Thus, in the example above, if the student's standard profile distances were 2,9,3, 7,4 and 6 instead of 1,9,3,7,4 and 6, the student would still fall into the standard profile A but he would not be as sharply as the second student.

Interpretation of the Six Standard Profiles

The interpretation of each of the six standard profiles is based on the profile of the eighteen mean stanine values of the non-academic interest categories and on item analysis evidence. The item analysis evidence was obtained by identifying a sample of one hundred cases which closely approximated each of the six standard profiles and then determining the percent like and dislike for each of the 252 non-academic activities.

Interpretations of each of the six standard profiles were then formulated with illustrative activity items in order that the basis of the interpretation be as meaningful as possible. Descriptions of three of the standard profiles have been presented in Part 4. Descriptions of the other three standard profiles, D, E and F, are presented on the following pages.

Standard Profile D

Description and Interpretation

The central characteristic of the profile D person appears to be an intellectualization of feelings. Such intellectualization would appear to stem from a sublimation of sexual and aggressive impulses.

The general inference is drawn by noting the generally low preference for Acceptance of Impulses, Opposite Sex and Humor on one hand, and the nature of profile D's preferences in interpersonal relations on the other hand. It is noted that profile D reveals a low preference for seven of the Acceptance of Impulses items, five of the Opposite Sex items and nine of the Humor items, which generally represent socially acceptable aggression. When the nature of profile D's interpersonal preferences is examined, it is noted that it reveals a high preference for intellectual aspects of understanding people but a low preference for being with them. Thus, profile D shows a high preference for "trying to understand what makes people behave the way they do", "wondering what the other people on the bus are like and what their thoughts are", "speculating about the thoughts of other people in the room", but a low preference for "associating with someone to find out why his thoughts and feelings are different", "listening to children talk about their feelings", and "getting to know people who are quite different from my usual friends". Similarly, in the Same Sex and Opposite Sex categories, most of the low preference items involve associating activity, the single exception being an activity of an intellectual nature, "planning a party for fellows and girls". Further contrasting preferences of a similar kind are noted by examining profile D's high and low preferences to specific items in reaction to Authority, Family and Dramatics. It thus appears that the profile D person is not a feeling person because he transforms his feelings into intellectual activity.

The nature of the intellectualization process for the profile D person is inferred from a high preference for Mystery and Life-Death-Universe items but a low preference for Magic in the Fantasy Life sphere together with a relatively high preference for Methodical. Such preferences suggest the likelihood that, although he tends to intellectualize his feelings with a value placed on knowledge, the profile D person will probably be constricted in the total intellectualizing process. Such constriction is likely to apply to creativity because the profile D person leans toward the methodical and away from impulsiveness. It is likely, therefore, that the D profile person looks for factual answers and that he is not likely to become involved in the creative process because of a relatively low motivation for tugging, reassembling and integrating knowledge.

It is likely that the D profile person's interaction with others is marked by talking and the more passive activity and that he often withdraws from such interation - a high preference for Solitary is noted. Thus he reveals a high preference for "talking and thinking " about items which pertain to others but a low preference for "finding out from friends what they like in members of the opposite sex", "learning popular dances" (he couldn't intellectualize this one), "going shopping with a friend" and"going to a 'stag' or 'hen' party". Furthermore, it is likely that the profile D person will tend to avoid direct conflict with others. A low preference is noted for "insisting with my parents that they hear my views", "having a good argument with one of my teachers" and "being active in organizing a protest meeting". If the profile D person does become involved in an issue, it would appear likely that he will talk profusely, stating and restating relevant facts but avoiding any direct commitment of his views.

Additional evidence of intellectualization of feelings may be inferred from profile D's responses to the Academic Interest Schedule. Such responses reveal that, over-all, profile D persons reveal a greater preference for academic items than for non-academic items. It is also noted within the Academic Interest Schedule that the D profile person reveals no particular pattern of preferences for academic subjects. This fact would appear to be consistent with the intellectualization of feelings because such intellectualization would probably not result in feelings toward people, either sharply toward or away from, which feelings are probably a major determiner of academic interest patterns.

Implications of Profile D

It appears that profile D persons will be successful academically, particularly in subjects which involve verbal facility and which are philosophical in nature, e.g., English, foreign language and social science subjects which are more theoretical than practical. On the other hand, the D profile person is not so likely to be successful in the sciences and mathematics, particularly in such subjects where less verbal facility and more abstract thinking is involved.

Vocationally, the profile D person is most likely to be successful and comfortable in work which is more verbal, e.g., writing and speaking. It is not likely, however, that he will be particularly creative in such work. Neither is it likely that he will be happy or effective in work which requires attention to specific details.

Standard Profile E

Description and Interpretation

Centrally, the profile E person appears to be a feeling person who looks for security in people and their ideas (particularly his family) rather than in himself and his own thinking with resulting strong needs for acceptance by others and considerable anxiety regarding his sexual and aggressive impulses. Feeling, as a concept to describe profile E, means a kind of supersensitivity regarding the feelings of others in relation to his own feelings and impulses rather than feelings of empathy.

The inference that profile E is a feeling person with sensitivity regarding the feelings of others in relation to his needs for acceptance is drawn from a high preference for Family and Identification with Others, and a low preference for Humor and Aggression. It is noted that profile E shows a preference for eleven of the fourteen Family items and eight of the Identification with Others items, but a low preference for five Humor, seven Acceptance of Impulses items and five Aggression items. The nature of such items reveals the strength of profile E's sensitivity, e.g., a high preference is shown for "talking with my family about what I've been doing", "finding out from friends what they like in persons of the opposite sex", "hearing my father tell about his work", "learning how people arrive at their ideas and opinions" and a low preference for "cursing when angry", "letting go and saying what comes into my mind", "making it plain to another person what I think of him", saying something to create a little excitement" and "seeing to it that people who break rules don't get away with it". This pattern of high and low preferences suggests that profile E is a feeling person but where the emphasis is on how others feel and think about him. In this connection it appears likely that profile E will employ ingratiation techniques frequently. Thus it is noted that he shows a high preference for "helping to rearrange furniture and other things at home", "getting my parents' opinion about how to act in a certain situation", "always doing more than my share of the work in a club or organization", "making it a point to be nice to mean or boring people", and "cleaning up dishes after a meal".

The inference that profileE probably has considerable anxiety regarding his own sexual and aggressive impulses is drawn from his preference for certain items involving Opposite Sex, Humor and Aggression. It may be noted that the four items of Opposite Sex for which he reveals a high preference all deal with some form of anticipation or concern about opposite sex rather than participation with the opposite sex, e.g., "figuring out why a date went sour", and "planning what I will do and say on a new date". It is also noted that profile E shows a low preference for "avoiding parties where the chaperone is strict" and "joining a fraternity or sorority". Evidence of concern regarding aggressive impulses, even those deemed socially acceptable, is noted in a low preference for Humor and Aggression items. It thus appears that profileE tends to "sit on" but not repress sexual and aggressive impulses and apparently a considerable amount of anxiety results from the possibility, either conscious or unconscious, that such impulses may endanger his acceptance by others. In this connection, profile E appears to differ from profile B in that profile E is probably more aware of his feelings and impulses in contrast to the profile B person who has been more successful in repressing them.

Persons like Profile E are likely to be quite submissive to parental authority figures and find a considerable amount of security in the home. But even in the home, the profile E person is likely to "screen" certain activities which may be potentially threatening. It is interesting to note in this connection that only three Family items are not of high preference: "talking with my folks about what has taken place at a party", "bringing someone home to meet my parents" and "discussing some problem with my brother, sister or one of my parents". All of these items in contrast to the other Family items contain some element of possible threat to the person who is submissive, concerned about what others think about him and possessing low self-confidence. Talking about a party may lead to questions which are difficult for the E person to handle, bringing someone home may lead to parental or sibling questions regarding the kind of persons the E person chooses as friends, and discussing a problem is the only Family item in which "problem" is mentioned.

The E profile person would appear to be more comfortable with either younger or older people than with his peers. It is likely that younger people will not be threatening to him because with them he expects the same kind of submission which he reveals in his relations with his peers and older persons. Profile E shows high preference for such items as "listening to children talk about their thoughts and feelings", "playing games with children or taking care of them", and "encouraging a shy person to express his thoughts and feelings". With older persons than himself, the E profile person will feel more comfortable in his submission because of age. It is with his peers that this person will probably be most anxious and he will probably employ various techniques to find out what his peers want, how to act with them and how to ingratiate himself.

It is likely that profile E will be somewhat authoritarian in that he wants to be dominated and he will respect authoritarianism in others.

Implications of Profile E

It would appear that relatively little energy or drive of the E profile person is available for academic pursuits because of an extensive underlying anxiety. This kind of person may be moderately successful in such pursuits however, if peers or parental figures, whose acceptance is a concern for profile E, are intellectually oriented.

The profile E person would appear to be one whom teachers like because of his submissiveness and ingratiation. It does not appear likely that he will be a creative person because to be creative would be doing something different, "stepping out of line". Neither is it likely that he will be successful in academic work which requires thinking and analysis.

The E profile person would appear to be most comfortable and successful in "line activity" particularly when such line activity would involve the need to be sensitive to the feelings of other persons. Such sensitivity appears to be the major strength of the profile E person.

Standard Profile F

Description and Interpretation

Profile F appears to be characterized by several related features: self-confidence, ambitiousness and self-assertiveness. Self-confidence is inferred from a high preference for such items as, "doing your own investigation of a subject rather than relying upon a text book or teacher", "doing my own exploring at an art gallery, museum or zoo", being left alone with my thoughts", "spending an evening by myself at home". Self-confidence is particularly revealed by a low preference for many of the Methodical items, "making notes of the things I have to do", "saving some money every month", "making a plan of reading for myself", and "seeing to it that I have everything I need before starting to work". It appears that the self-confidence of profile F is such that he deals with problems as they occur. In this connection, it is interesting to note contrasting Self-severity items. Profile F shows a high preference for "making myself do things I don't like to do" but a low preference for "working on my will power to strengthen it". Thus, the self-confidence of the profile F person doesn't have to be worked on, he appears to have it. Self-confidence is also revealed by low preference for two Opposite Sex items: "planning what I will do and say on a new date" and "figuring out ways of being attractive to the opposite sex".

High self-assertiveness, also reflecting a reaction against authority and direction, is revealed by a high preference for "having a good argument with one of my teachers", "avoiding parties where the chaperone is strict", "doing a takeoff about a stupid politician", "seeing someone imitate a policeman giving a traffic ticket to a pretty girl", "telling off a nuisance", and "thinking about how I can retaliate when someone has been mean". Ambitiousness for profile F is mainly inferred from the high preference for Leadership. Profile F indicates a high preference for more of the Leadership items than any other standard profile. This inference is also supported by many of the Fantasy items, e.g., a high preference for "wondering what it would be like to have lots of money".

Profile F appears to be aware of his own feelings and the feelings of others. He is likely to appear to others, however, to be narcissistic and with relatively little empathy in his relations with others. Profile F shows low preference for those items which involve ordinary interpersonal interaction, e.g., "being in a club with people of my own sex and age", "playing on an athletic team", "going to a stag or hen party", "eating with the same group of fellows or girls every day". Profile F also reveals the lowest preference of all the standard profiles for Family activity.

The profile F person would appear to be a manipulator of people. He would appear to use people for his purposes. It is likely, however, that aside from his immediate family, his relations with others is such that the other person is not directly aware of being manipulated - the profile F person is likely to manipulate others with finesse - he is likely to talk others into doing what he wants. His peers would likely think of him as a smooth operator. This inference appears to be supported by a high preference for "organizing a committee", "speaking at assemblies", "taking positions of leadership", "getting to know people who are quite different from my usual friends", "organizing or setting up plays". It is interesting to note in this connection that there are only two Leadership items for which the profile F person does not reveal a high preference, "seeing to it that a committee works well" and "thinking up activities for a group of my friends". These two items would not appear to involve the same kind of self-aggrandizement. In Family relations, the F profile person is likely to be either somewhat argumentative or withdrawn. It would appear that in this more intimate area of interpersonal relations, the F profile person would be somewhat less comfortable because the family members are more likely to know him and the authority of parental figures is likely to lead to some conflict. Profile F reveals a low preference for all Family items except two, "discussing some problem with my brother, sister or one of my parents", and "going out to eat with my family". These items would appear to represent family activities which the profile F person can tolerate. In his relations with his peers and older persons outside the family, the profile F person is likely to interact smoothly. With such persons he is likely to be verbally persuasive.

The major drive of the profile F person appears to be the control of his environment. Because of his self-confidence and rationalism, this person is likely to respect strong rational authority in other persons and academic fields which he deems solid and helpful in the control of the environment. He is likely to question and challenge authority which he deems irrational and weak. The F profile person will be intellectually oriented and will not tolerate magical or wishful thinking in himself. This inference is suggested by his response to Authority items, by his high preference for Mystery, Fantasy and Life-Death-Universe items and his low preference for Magic. It is interesting to note in this connection that the F profile person reveals the highest preference of all six standard profiles for Mathematics, Industrial Arts and Fine Arts. It would appear that this person has respect for what he probably deems as an impeccable authority of mathematics and that his high interest in Industrial and Fine arts stems from his need to control his natural environment. The academic interest profile of theF profile person appears to be generally consistent with his drives.

The Fantasy life of the F profile person appears to be relatively rich. This person with his self-confidence appears to derive a great deal of pleasure from fantasy activity. It is noted, however, that one major cluster of such fantasy reflects a drive for power and control; for example, "thinking about what you would do if you could start life over", "wondering how it would feel to have a movie star in love with you", "imagining how it would feel to be able to foretell the future" and "thinking about how it would feel to have lots of money".

Implications of Profile F

It would appear that the profile F person has an outstanding drive for intellectual pursuits. He is likely to demonstrate highest achievement in those academic fields which are likely to promote his need for power and recognition and to reflect his natural deductive approach to problems (argumentation and verbal persuasion). He is likely, therefore, to achieve high achievement in Mathematics and Economics, and those areas of communication skills, for example, English, public speaking and dramatics which specifically are likely to feed his need for power, recognition and self-assertiveness.

It also appears likely that profileF will represent a desirable student for teachers whom profile F respects because of their competence in their fields. On the other hand, profile F is likely to be a problem for weak instructors because his self-assertiveness is a constant challenge for such teachers. It also appears that profile F will represent an active working student because he will be conscious that his power needs will be fed by his work. It would appear that he works even to get what he wants from others by logical maneuvering and verbal manipulation.

5. Interpretation of Individual Student Profiles

Basic Assumptions in Considering the Profile Evidence

1. Both academic and non-academic interests may reflect personality structure and dynamics.

2. The probable real meaning of a student's score on a given category must be interpreted in the light of his scores on the other categories.

   Identical scores on a particular scale do not necessarily imply identical motives. One student might have a high score on the Biology scale and high scores on the Physical Science, Mathematics and Reading scales. This leads to the hypothesis that his interest in Biology is genuine and that he will probably do well in the field if he has the ability. Another student might have an equally high score on the Biology scale, low scores on the Physical Science, Mathematics and Reading scales, and a high score on the Mystery scale. This leads to the hypothesis that his interest in Biology is spurious, that he is possibly sublimating a repressed sexual curiosity, and that even if his ability in Biology is equal to that of the first student his chances for success as a Biology major are not.

   A person's responses to the M.I.S. may reflect his actual behavior or it may indicate his conscious or unconscious wishes. A student might have a high score on the Leadership scale, low scores on the interpersonal relations scales, and a high score on the Solitary scale. In this case, the student's high score on the Leadership scale is probably an expression of his wish to engage in leadership activities rather than of the reality of his engaging in them. On the other hand, a high interest in Leadership if coupled with low interest in Solitary and high interest in others (Family, Same and Opposite Sex) suggests the likelihood of direct leadership activity.

3. Personality structure and/or dynamics are not directly measurable - it is inferred from interests in the various categories.

4. The face validity(comprehensiveness and depth) of an interpretation is directly proportional to the counselor's theoretical training and clinical experience.

5. However, tentative hypotheses or inferences regarding a person made on the basis of profile evidence must be checked by "alerted" observations and interviews in order to ascertain the truth of the tentative inferences.

Levels of Interpretation

The degree of similarity between the student's profile and one or more of the six standard profiles gives the counselor a very general picture of the student. Despite its superficiality, this level of interpretation might be all the busy counselor has time to do before his initial contact with the student.

In judging the degree of similarity between a student's profile and the six standard profiles, note is taken of the stanine distances recorded under A B C D E and F on the non-academic interest profile. Thus for the illustrative John Smith profile, values 9, 2, 9, 2, 6, 5 are observed for distances from the six standard profiles. These values indicate that John Smith is closest to standard profiles B and D and farthest from standard profiles A and C. Thus John Smith would appear to have self-controlling and intellectualizing characteristics and the absence of turbulent and dependent characteristics.

If the profile distances recorded under A B C D E and F are all four or more, the student does not fall particularly close to any of the standard profiles and it is necessary to interpret the student's detailed profile.

The second level of interpretation is a refinement of the first level. In this level, one may begin with general inferences drawn from the standard profile information and go on to the detailed information presented in the eighteen personality categories. Or, one may go directly to the detailed category information without reference to the standard profile data.

In considering the detailed category information, it is important to note the degree to which the person is interested in the kind of thing represented by the category in comparison with the "average" person, in this case the average freshman at Brooklyn College. (Incidentally, several other populations have been studied and the Brooklyn College freshman norms appear to be typical of such populations providing the age range does not exceed 22 or fall below 14). Stanine values of 1, 2, or 3 may be considered to represent low interests, stanines 7, 8 and 9 high interests and stanines 4, 5 and 6 average interests.

Information pertaining to the reliability of the various category scores is presented in Section 7.1 of this manual.

When making inferences regarding the person on the basis of the detailed profile data, it is necessary to bring many psychological principles or generalizations to bear on the data. In so doing, the person making inferences, generally the counselor, will probably employ a mixture of concepts - some from Freud, some from Sullivan, some from Horney, Adler, etc. Thus, inferences drawn from the Manifold Interest Schedule just as with any evidence related to personality structure and dynamics, will be no more valid than the depth of perception and understanding of personality theory by the person who is formulating the inferences. To illustrate the formulation of valid inferences several kinds of relationships are presented in the following section.

General Relationships Among the Academic and Non-Academic Interest Categories

1. A high score on Authority (rejection of) coupled with low score on Family and Same Sex suggests the possibility of an unresolved Oedipal complex.

2. A high score on Same Sex and a low score on Opposite Sex and Biology suggest the possibility of a retarded psychosexual development.

3. High scores on Acceptance of Impulses and Aggression and a low score on Self-Severity suggest impulsive tendencies.

4. High scores on Preoccupation with Cleanliness, Self-Severity and Methodical, and low scores on Acceptance of Impulses and Aggression suggest rigidity, compulsiveness and constriction.

5. High scores on the interpersonal relations (Family, Same Sex, Opposite Sex, Identification with Others) particularly with a high score on Acceptance of Impulses suggest warm and outgoing characteristics.

6. A high score on Family and low scores on Same and Opposite Sex suggest the possibility of a delayed family emancipation. The reverse pattern suggests family conflict.

7. Low scores on Acceptance of Impulses, Aggression, coupled with a high score on Mystery suggest the possibility of voyeuristic tendencies.

8. Low scores on Acceptance of Impulses and Aggression coupled with a high score on Dramatics suggest the possibility of exhibitionistic tendencies.

9. High scores on Foreign Language and Solitary together with low scores on interpersonal relations and English suggest a dissatisfaction with the immediate society and a desire to escape from it providing the person is a native born American.

10. Potential Anxiety-Producing Conflicts. The concept of movement toward, away from and against others may be employed to hypothesize that certain combinations of the non-academic interest scores imply potential anxiety-producing conflicts. It is assumed in this hypothesis that if a person is concurrently motivated both toward and away from people, such motivations are contrary and the result may be a source of conflict. Similarly, concurrent motivations of toward-against and away-against may also be sources of conflict.

The following combinations of scores in several categories are suggestive of motivation toward, away and against others:

Toward Others: High score in Opposite Sex
High score in Same Sex
High score in Family

Away from Others: High score in Solitary
High score in Fantasy
High score in Life-Death-Universe

Against Others: High score in Aggression
High score in Humor
Low score in Identification with Others

It is therefore hypothesized that three pairs of combinations of scores in several of the non-academic interest categories are suggestive of conflicting motivations and hence imply potential anxiety-producing effects.

Toward-Away Conflict:	High Opposite Sex High Same Sex High Family	with	High Solitary High Fantasy High Life-Death-Universe
Toward-Against Conflict:	High Opposite Sex High Same Sex High Family	with	High Aggression High Humor Low Identification with Others
Away-Against Conflict:	High Solitary High Fantasy High Life-Death-Universe	with	High Aggression High Humor Low Identification with Others

Relationships Among the Manifold Interest Schedule Categories Pertaining to Educational andVocational Decisions

1. High scores on theSocial Science, Identifying with Others and other interpersonal relations scales suggest such careers as teacher, social worker and psychologist.

2. High scores on the Mathematics, Business and Methodical scales suggest such careers as accountant, statistician and actuary.

3. High scores on the Social Science, English, Business and Leadership scales suggest such careers as lawyer, politician and business executive.

4. High scores on the Physical Science, Mathematics and Methodical scales suggest such careers as chemist, physicist and mathematician.

5. A high score on the Reading scale and a low score on the Manipulative scale suggest a theoretical rather than an experimental orientation.

The Case of John Smith

This case is presented to illustrate one manner in which the MIS may be used in educational and personal counseling.

Mr. Smith was self-referred for personal counseling. His presenting problems were his inability to concentrate on his studies, and "poor" scholarship. His grades were so low that he was in danger of being dismissed from Brooklyn College at the end of his first semester.

The personal counselor to whom he had been assigned reviewed the contents of Mr. Smith's cumulative record folder prior to their initial contact. He discovered that the student's academic aptitude, as indicated by the Scholastic Aptitude Test, was average (45th percentile), and that the student had absented himself from two full-period tests and from the final examination in History during his first semester.

The counselor noted that Mr. Smith's MIS profile was most similar to standard profiles "B" and "D". However, since an individual profile's proximity to, or distance from, one or more of the standard profiles is more useful in research and evaluation than in individual diagnosis, the counselor proceeded to analyze the student's performance on each of the thirty-two scales comprising the MIS. He paid particular attention to low scores (stanines 1, 2, and 3), high scores (stanines 7, 8 and 9) and patterns of scores.

In the area of Human Relations, average values (stanines 4,5 and 6) are noted for Mr. Smith's rejection of authority and desire for autonomy, his desire to share intellectual and emotional experiences with members of the opposite sex, his wish to obtain and exercise power, his interest in sharing experiences with members of his family, and his concern with other people's thoughts, feelings and actions. His preference for doing things by himself rather than with other people was high (Solitary - stanine 9), as was his preference for doing things with men when he engaged in interpersonal relations (Same Sex - stanine 7).

In the area of Fantasy Life, Mr. Smith tended to reject the idea of enlisting the aid of supernatural forces in achieving his objectives (Magic - stanine 1), and the use of humor to relieve tension and express hostility in a socially tolerated or accepted manner (Humor - stanine 3). His interest in focussing his attention on his own thoughts and feelings and in disregarding reality was average (stanine 5). He showed a strong preference for knowing other people's secrets (Mystery - stanine 9), for theater arts per se, or as an expression of his fantasy life (Dramatics - stanine 8), and for externalizing personal anxieties and putting them on a cosmic scale where they could be dealt with philosophically (Life-Death-Universe - stanine 8).

In the area of Organization of Drives and Impulses, Mr. Smith tended to reject his aggressive and sexual impulses (Acceptance of Impulses - stanine 2, Aggression - stanine 3). His concern with cleanliness and his need to test and to discipline himself were both average (stanine 4). His interest in rigidly patterned and repetitive activities was high (methodical - stanine 7).

On the Academic Interest Schedule, all of Mr. Smith's scores were in the average range (stanines 4, 5 and 6) with the exception of Mathematics which was low (stanine 2), and Reading which was high (stanine 8).

The counselor drew the following inference from his analysis of Mr. Smith's MIS profile.

It is to be noted in the following inference regarding Mr. Smith that the frame of referance involves "poor scholarship" and a danger of being dismissed from college even though he has an average rating on the Scholastic Aptitutde Test. The inference drawn, therefore, is directed by the assumption that Mr. Smith may be devoting a large amount of his time and energy in an activity unrelated to productive scholarship, and resulting from some kind of inadequate personal-social adjustment. If the apparent problem had dealt with choice of a major or vocational choice, the frame of reference and the inference regarding Mr. Smith may be quite different.

Mr. Smith appears to be a rather anxious individual who tends to reject his aggressive and sexual impulses because he is afraid of arousing hostile reactions in those around him. In order to reduce the possibility of his true feelings being exposed, he tends to withdraw from people. When he does engage in interpersonal relations he probably attempts to win the affection and support of others by being submissive.

Mr. Smith appears not only to withdraw from people but also probably often from the immediate situation by compulsive escape into the philosophical (high Life-Death-Universe score) and attention to secrets (high Mystery). It would appear that such withdrawal reflects feelings of helplessness and when immediate tasks are imminent for him, his fear of failure is likely to set into motion various kinds of avoidance and escape mechanisms which facilitate failure. Compulsive behavior, which is characteristic of profile B appears in the case of Mr. Smith to take the form of peeking (high Mystery - high Same Sex and low Opposite Sex) and exhibiting himself (high Dramatics) and following rigid routines (high Methodical) rather than the form of Self-Severity and Preoccupation with Cleanliness. It thus appears that so much of Mr. Smith's time and energy are spent in defending himself against his feelings that little of either is left for productive work. (In this inference it is to be noted that a high interest in Life-Death-Universe is often correlated with Physical and Biological interest. In the case of Mr. Smith it appears that his high Life-Death-Universe score cannot be explained on this basis. The academic interest profile also suggests that a contributing problem (probably not the basic problem) is the absence of any outstanding academic interest to go on.

The inferences (hypothesis) regarding Mr. Smith were generally confirmed during twelve hours of personal counseling.

Feelings of helplessness and compulsive escape from the immediate real situation were revealed by a number of Mr. Smith's statements:

"I was afraid of the ______________ test - I watched TV and listened to the radio instead of studying."

"Felt guilty and had a stomach ache because I didn't show a date a good time at a party." (Incidentally, the date had been arranged by an acquaintance of Mr. Smith's).

"Watched TV last week instead of writing an assigned theme."

"Last term in high school I became afraid I couldn't get into Brooklyn College and became distracted from my work." (Incidentally, Mr. Smith's eighth term high school marks were lower than preceding terms).

Evidence of voyeurism appeared in several remarks:

"Looked through a crack in the door and saw my mother nude."

"Looked into women's locker room at a bath house and saw several nude women."

Evidence of exhibitionism also occurred in several of Mr. Smith's remarks. Such exhibitionism, however, is apparently accompanied by control in the sense that his actions make the probability of discovery relatively low.

"Late at night went up fire escape to the roof without any clothes, and hurried back before anyone saw me."

"Walked past my bedroom window without any clothes."

The counselor was able in the twelve hours of counseling to help Mr. Smith see some of the causal relations between his feelings and his defenses against his feelings on one hand, and his low scholarship on the other. This insight plus acceptance and support by the counselor appeared to the counselor to be a major factor in the improvement of Mr. Smith's academic performance from -16 points below C during his first semester to +3 points during the second semester. The counselor felt that the approach information supplied by the Manifold Interest Schedule had been very helpful in determining centers of trouble. The counselor also felt that although Mr. Smith had developed an awareness regarding the relationship of his defenses to academic activity, Mr. Smith probably needed to develop similar insights with regard to other kinds of life activity. The counselor, therefore, recommended to Mr. Smith that he become involved in intensive psychotherapy at a community agency.

6.0 Internal Consistency Reliability of the Categories of the Manifold Interest Schedule

The method of scoring the individual categories of the Manifold Interest Schedule leads to difficulty in making a precise estimate of the internal consistency reliability of each category. The reason for this difficulty is the adjustment of raw Like minus Dislike scores upward or downward depending upon whether the student's total L-D score is low or high, respectively.

It is to be observed that the adjusted or modified L-D score of a student for a given category is a semi-ipsa score. A true ipsa score for a category would be obtained by computing an individual student's mean raw score and standard deviation of such raw scores for the thirty-two categories and then expressing each category raw score in terms of a standard score in which the standard score is determined by the individual student's mean score and standard deviation, and such scores are not relevant for making comparisons among students. The semi-ipsa scores of the individual categories are determined by adjusting the raw category scores of individual students to meet the criterion that the sum of the adjusted category L-D scores is the same for all students and equal to the mean unadjusted raw L-D score for the standardizing population. In making the adjustment it is assumed that the amount of adjustment upward or downward for each category is proportional to the standard deviation of the category. The specific formula for computing such adjustments is the following:

$$(L-D)_{Ti} - (L-D)_{TM} \pm -C \left[\sigma_1 \pm \sigma_2 \cdots \sigma_{32} \right]$$

where (L-D)Ti equals Total raw L-D score for student i
(L-D)TM equals mean raw L-D score for the population
$\sigma_1 \cdots \sigma_{32}$ equals standard deviations of raw category scores
$(L-D)_{1i}$, $(L-D)_{2i}$, $(L-D)_{3i}$ . . . (L-D) 32i equals raw (L-D) categories scores for individual students
$C\sigma_1, C\sigma_2 \cdots C\sigma_{32}$ equals adjustments on raw category scores

Such a process of category score adjustment has been described by Cronbach and is known as profile elevation (or depression). The following diagrams present an illustration of how the adjustment of category scores occurs.

Diagram I
Raw

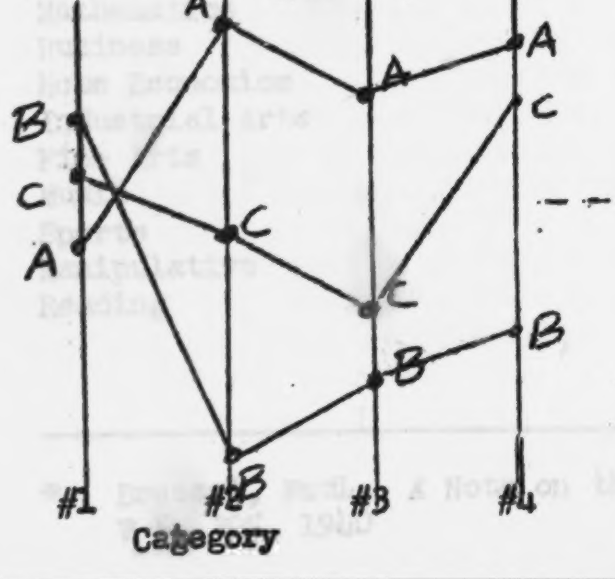

Diagram II
Adjusted

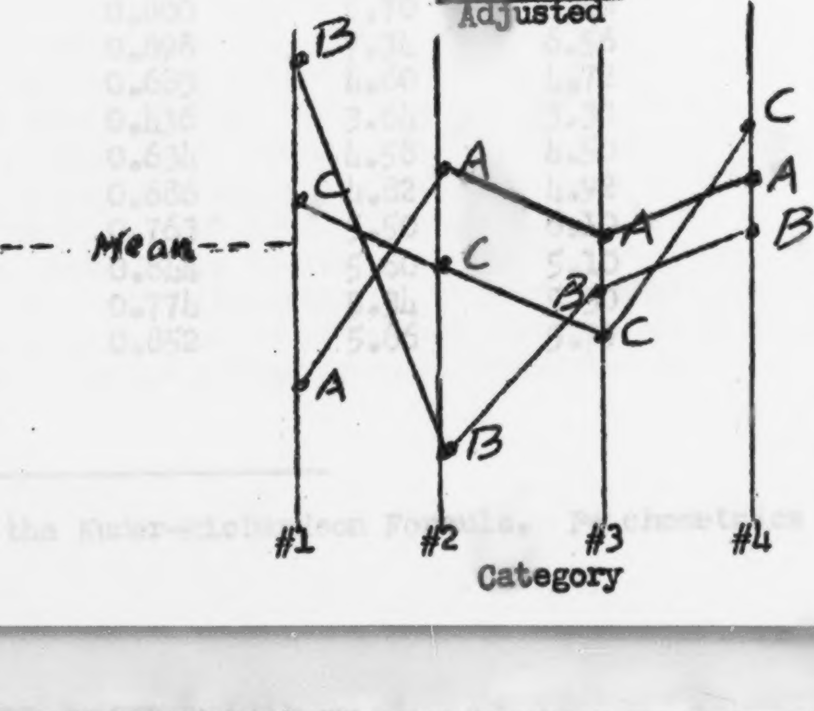

Diagram I presents an illustration of three student raw L-D scores on four categories. Assume that the total (all four categories) L-D level for student C is equal to the mean for all students. It can be seen by inspection that the "like" level of student A is above the mean and that for student B is below the mean. It can also be seen that student A relative to himself stands highest in category #2 and lowest in category #1. Similarly it can be seen that Student B relative to himself stands highest in category #1 and lowest in category #2.

Diagram II presents the adjusted L-D scores for the same students. It is noted that for student A the adjustment is downward for all four categories with the net result that his total (for all four categories) L-D score is equal to the mean total L-D score for the entire population. Similarly the adjustment for B is upward for all categories. Student C's adjusted category L-D scores are unchanged because his total L-D score was equal to the mean total L-D score. It can be seen by inspection that relative to himself, student A's adjusted scores fall in the same rank order, namely category #2, #4, #3 and #1 in descending rank order. Similarly for student B, no change has occurred in the rank order category adjusted scores. By bringing the total L-D adjusted scores for all students to the same level, however, it is possible to compare students, e.g., A with B or C on a relative basis. This process as Diagram II indicates results in a significant difference in comparing students relative to each other but no significant change in the rank order of categories, high to low for the individual student relative to himself.

No theoretical formulation has been made for the internal consistency reliability for such adjusted scores. Such a formulation has been made for raw L-D scores by Dressel*. Internal consistency reliability estimates of raw L-D category scores, based on Dressel's formula, are presented here on the assumption that they are estimates of adjusted category L-D scores provided that the variances or standard deviations of the adjusted category L-D scores are not appreciably lower than the variances of the raw L-D scores.

Academic Interests	r(Dressel)	σ Raw	σ Adjusted
Social Science	0.819	5.38	5.44
Biology	0.845	5.78	5.30
Physical Science	0.791	5.30	5.40
English	0.750	4.96	5.26
Foreign Language	0.800	5.70	5.40
Mathematics	0.898	7.34	6.56
Business	0.683	4.60	4.72
Home Economics	0.436	3.64	3.30
Industrial Arts	0.634	4.58	4.50
Fine Arts	0.686	4.82	4.92
Music	0.763	5.50	6.10
Sports	0.844	5.60	5.10
Manipulative	0.774	5.34	5.30
Reading	0.852	5.86	5.79

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* Dressel, Paul. A Note on the Kuder-Richardson Formula. Psychometrica V 5, 305, 1940

Non-Academic Interests	r(Dressel)	σ Raw	σ Adjusted
Human Relations			
Authority	0.429	3.40	3.42
Opposite Sex	0.831	5.12	3.34
Leadership	0.405	3.36	3.40
Family	0.692	4.44	4.19
Same Sex	0.433	3.28	3.30
Identification with Others	0.551	3.60	3.34
Solitary	0.501	3.88	4.16
Fantasy Life			
Magic	0.749	4.52	4.54
Mystery	0.332	3.18	3.08
Humor	0.389	3.40	3.28
Dramatics	0.659	4.50	4.46
Fantasy	0.577	3.70	3.60
Life-Death-Universe	0.534	4.00	4.32
Organization of Drives and Impulses			
Preoccupation with Cleanliness	0.563	3.70	3.72
Self-Severity	0.375	3.34	3.48
Methodical	0.566	3.64	3.54
Acceptance of Impulses	0.707	4.95	5.02
Aggression	0.531	4.02	4.44

The reliability values for the various categories of the Manifold Interest Schedule vary over a relatively large range. It is noted that such values for Academic Interest categories are appreciably higher than those for Non-Academic categories. The reason for this difference apparently lies in the relative "purity" of the academic interest for most of the academic interest categories. The non-academic interest categories, on the other hand, do not appear to have such "purity" in that certain specific items within a category appear to discriminate for one standard profile while other items within the same category discriminate for another standard profile.

The question arises regarding the extent of discrimination for individual categories as determined by the reliability values. If a probability level of 95 in 100 is taken as a criterion, namely, the chances are 95 in 100 that a student is really above or below the mean stanine five, then the stanine values of "highness" or"lowness" which meet this criterion may be computed. This computation reveals that for the categories of lowest reliability, stanine values of 1 and 2, and 8 and 9 are obtained. Thus, for the "Self-severity" category, it may be assumed that a student who falls in stanines 1 or 2 is really low in that category at the 95 in 100 level of probability. Or, if a student falls in stanines 8 or 9, that he is really high in that category at the 95 in 100 level of probability. For categories of highest reliability the 95 in 100 level of probability criterion reveals that stanines 1, 2 and 3 and 7, 8 and 9 are significantly below or above the mean stanine.

7.0 Prediction of Academic Interests

Introduction

Evidence regarding students' academic interests has generally been regarded as useful in guidance and counseling processes. The two instruments most well known for this purpose and used often in college counseling are the Kuder Preference Questionnaire and the Strong Interest Index. In a reconsideration of instruments to be used with all students at the time of entrance to Brooklyn College, some assessment of academic interests is assumed necessary for counseling purposes. Although the Kuder and the Strong instruments are valuable in counseling, their value is primarily in the area of vocational choice and they do not provide data relevant directly to the question of student interest in traditional collegiate subjects.

A study has therefore been conducted regarding the relationship between students' scores on the academic categories of the Manifold Interest Schedule and the field of major. A group of Brooklyn College seniors responded to the Manifold Interest Schedule during the last semester of their senior year. The following table indicates the fields and the number of students from each field who were involved in the study.

Field	N
Biology	20
Economics	26
English	21
History	16
Political Science	24
Physical Science Chemistry, Physics and Mathematics	32

The Interest Schedules were scored and the scores were converted to stanines by employing the same conversion table as that used with incoming freshmen. To determine whether the Interest Schedule distinguishes academic interest among the majors in the several fields, the results were subjected to a variance analysis. Through this kind of analysis, it is possible to determine whether for a specific interest category a significant difference exists in the level of interest for that category between the mean scores of students who are majoring in the several fields and whether such differences are in accordance with expectation.

Findings

The following tables present the results of the analysis. In each table the major fields are arranged in rank order with the field representing the highest mean at the top and the field with the lowest mean at the bottom. The F value in each table is a measure of the over-all discrimination of the academic interest category. If the F value is large and is indicated as significant, it means that at least two of the major fields represented are distinguished between by the academic interest category. The t value is computed only if the F calculation shows that at least two of the major fields are separated by the category scores.

Social Science Category

Fields	Mean Stanine	t
Political Science	7.17	0.29 for Political Science vs. History and the separation is not significant.
History	7.00	
English	5.52	2.41 for History vs. English and the separation is significant higher than .05 level
Economics	5.46	
Biology	4.50	
Physical Science	3.44	

F is 15.57 and is significant at higher than the ,01 level

The above data pertaining to interest in Social Science, as measured by the Manifold Interest Schedule, reveals that Political Science and History majors stand highest, with English, Economics, Biology and Physical Science majors in decreasing order of interest. The F test reveals a significant difference among the majors in at least two of the fields. The t test shows no significant difference between Political Science and History majors. It does show a significant difference between History and English majors. This, of course, means a significant difference between History majors and Economics majors. This difference is probably explained by the nature of Economics majors at Brooklyn College where such majors represent accounting as well as pure economics. The ordering of the several major fields in terms of social science appears to be in accordance with hypothesis.

Biology

Major Fields	Mean Stanine	t
Biology	7.25	2.74 for Biology vs. Phys.Sc. and is significant at higher than .05 level
Physical Science	6.06	
Economics	4.92	
History	4.81	2.54 for Phys.Sc. vs. Economics and is significant at higher than .05 level
Political Science	3.67	
English	3.57	

F for entire group is 14.31 and significant

Physical Science

	Mean Stanine	t
Physical Science	7.00	2.73 for Phys.Sc. vs Biology and is significant at higher than .05 level
Biology	6.10	
Economics	5.46	1.33 Biology vs. Economics not significant
History	4.56	
English	4.09	
Political Science	3.75	

F is 14.92 and is significant

English

Major Field	Mean Stanine Score	t
English	6.86	1.33 for English vs. Pol.Sc. and is not significant
Political Science	6.17	
Biology	5.45	2.45 for English vs. Biology and is significant
History	5.06	
Economics	4.54	
Phys.Sc.	4.16	

F is 7.84 and is significant

Foreign Language

Major Field	Mean Stanine Score
English	6.05
Political Science	5.12
History	5.06
Biology	5.00
Phys. Sc.	4.53
Economics	4.55

F is 2.16 and is barely significant at 5 per cent level.

Mathematics

Major Field	Mean Stanine Score	t
Phys. Sc.	7.06	4.70 for Phys.Sc. vs Economics and is significant higher than 1 percent level.
Economics	5.38	
History	4.44	
Political Science	4.42	
Biology	4.10	
English	3.86	

F is 11.43 and is significant at higher than 1 percent level

Business

Major Field	Mean Stanine Score	t
Economics	6.65	4.70 Economics vs. Political Science and is significant higher than 1 percent level
Political Science	6.25	
Phys.Sc.	4.97	
History	4.81	
Biology	4.15	
English	4.10	

F is 7.98 and is significant

Home Economics

Major Field	Mean Stanine Score
Biology	5.95
History	5.63
Physical Science	5.44
Political Science	5.12
Economics	5.08
English	4.95

F is .696 and is not significant

Industrial Arts

Major Field	Mean Stanine Score	t
Physical Science	6.00	1.83 for Phys.Sc. vs. Biology and is significant at 5 percent level
Biology	5.20	
Economics	5.08	
History	4.62	
English	4.38	
Political Science	4.13	

F is 3.38 and is significant

Fine Arts

Major Field	Mean Stanine Score	t
Biology	5.75	significant for Phys.Sc. vs. Political Science
History	5.69	
English	5.67	
Physical Science	5.22	
Economics	4.50	
Political Science	4.08	

F is 2.89 and is significant

Music

Major Field	Mean Stanine Score	t
English	6.73	2.42 for Biology vs. History and is significant at 1 percent level
Biology	5.95	
History	4.81	
Political Science	4.79	
Physical Science	4.69	
Economics	4.42	

F is 3.90 and is significant

Sports

Major Field	Mean Stanine Score
Physical Science	5.34
English	4.91
Economics	4.81
Biology	4.80
History	4.50
Political Science	4.46

F is .617 and is not significant

Manipulative

Major Field	Mean Stanine Score	t
Biology	6.45	2.41 for Phys.Sc. vs. History and is significant at 1 percent level
Physical Science	6.09	
History	4.81	
Economics	4.65	
English	3.85	
Political Science	3.33	

F is 11.83 and is significant

Reading

Major Field	Mean Stanine Score	t
History	6.19	significant for History vs. Physical Science
Biology	6.10	
English	5.52	
Political Science	5.33	
Physical Science	5.09	
Economics	4.15	

F is 2.78 and is significant

Summary

The results of the analysis for the fourteen categories of interest shown by students majoring in the several fields are almost in all cases in accordance with expectation. For several of the categeries of interest, such as business, home economics and industrial arts,where there was no group of majors available in the data which essentially represented the field, again the pattern of interests shown by students in the fields available is generally in accordance with expectation. For example, for the category of interests called "Business", Economics majors stood highest and English majors lowest, with a significant difference between Economics majors and Physical Science majors. For the category of interest called "Industrial Arts", again a significant difference was found among major field groups with Physical Science at the top and Political Science at the bottom.

8.0 Validity of Behavior Sketches Inferred from Manifold Interest Schedule

Purpose

A study has been conducted by the Office of Testing and Research in cooperation with the Department of Personnel Services of Brooklyn College to determine the validity of brief behavior sketches inferred from the Manifold Interest Schedule. In this study, a list of behavior characteristics were inferred from certain combinations of the categories of the Manifold Interest Schedule. These inferred characteristics were then transmitted to six counselors who had an opportunity and were competent to observe the presence or absence of such characteristics.

Behavior Characteristics Inferred from the Manifold Interest Schedule

Inner Control

High	High self-severity, high methodical, low acceptance of impulses and low aggression suggests high inner control in which the student may catch himself and stop talking about something he obviously wants to talk about, or he may make judgments about or be critical of people who let themselves go. The student may also be rather non-verbal and conservative.
Low	The reverse pattern suggests that the student is likely to talk a lot and is often critical of people who don't speak their mind.
Oscillates	Relatively high self-severity and high acceptance of impulses suggests that there may be oscillation in inner control represented by a guilt-self punishment cycle in which the person may indicate how badly he feels regarding something he has done impulsively. He doesn't recognize or accept his impulsivity and has subsequent guilt feelings inwhich he may say, "I couldn't sleep all night."

Relations with Others

Toward	High same sex and opposite sex scores coupled with low solitary, identification with others and low aggression suggest a movement toward others in which the person may talk freely and comfortably when telling about friends, parents, teachers and others. He will often refer to experiences with others, with low aggression.
Away	The reverse pattern suggests difficulty in telling about friends and a tendency to be a lone wolf.
Against	Low same sex and opposite sex and family scores coupled with high aggression and humor scores suggest movement against others in which the person may challenge the statements of counselors, teachers, which imply good intentions of people.

Domination vs Submission

Domination High leadership, high dramatics, high reaction against authority and low self-severity suggest that the person may build up and emphasize activity which involves him as a leader and in making plans he may tend to reject steps or activity in which he has a minor role. He may also wonder why others wont cooperate with him if aggression is high.

Submission Opposite of domination.

Authority

Rebellious against - High reaction against authority, high aggression, high impulsivity and low self severity suggest rebellion against authority and the person asks why (sometimes complains) a parent or some other authority figure has to act the way they do. He may also express pleasure when an authority figure has been ridiculed.

Submissive to A pattern reverse to the above suggests submissiveness to authority in which the student may be defensive of an instructor's action (possibly against general class opinion) and he may tend to praise the school administration and feel that it is doing everything possible for students.

Rigidity vs Flexibility

Rigidity High methodical, low reaction against authority, low acceptance of impulses and low fantasy suggest rigidity in which the student may want to stick with specific plans, he may be irritated or show resistance when "try it and see" suggestions are made and he may want to be sure of outcomes.

Overly Flexible- The reverse pattern suggests over-flexible characteristics in which the student may resist specific planning, he may want to make decisions without thinking them through and he may often want to "tear up" what he has been doing and start over.

Fantasy

Great High mystery, fantasy, life-death-universe, and high acceptance of impulses suggest a high level of fantasying. Suggestions to such a person may set off a chain of imagination and often this person will make unrealistic proposals.

Little The reverse pattern suggests little fantasy and such a person may counter a suggestion by "how can that be done?" and find himself immobilized because of attention to practical details.

Findings

The counselors were asked to judge whether the inferred characteristic appeared, whether the inferred characteristic was incorrect, whether they were uncertain about the presence of the characteristic even though they had some behavior data relevant to the characteristic or whether they had no relevant behavior data. The following table indicates the results of the counselors' observations in relation to the "predictions".

Number of agreements	50 (48.5%)
Number of disagreements	15 (14.5%)
Number of uncertainties	23 (22.3%)
Number of cases of no data	15 (14.5%)

The findings suggest that inferences regarding student behavior inferred from the Manifold Interest Schedule are much more likely to be correct than incorrect.

Academic Achievement and Proficiency

Several studies have been conducted which relate "membership" in the several standard profiles with academic achievement and proficiency. A summary of the results of these studies is in the following pages.*

Academic Achievement of Freshmen at Brooklyn College

1. The personality variable appears to account for differences in first year college achievement as well as in high school achievement.

2. Profile C (fearful) men and women appear to have the lowest achievement of the six standard profile groups when entering college from the standpoint of high school grades and entrance test results. First year college achievement of Profile C students also appears to be low and consistent with the "pre-college" achievement.

3. Profile B men (self-controlling) appear to have relatively high pre-college achievement as measured by high school grades but a relatively low pre-college achievement as measured by the entrance test. First year college achievement for B profile men appears to be somewhat less than that predicted by high school average but greater than predicted by the entrance test.

4. Profile E (feeling) men and women appear to have the lowest first year college achievement and such low achievement is predicted by the entrance test but not by high school average. It would appear reasonable to infer that Profile E students have obtained somewhat inflated high school averages by submissive and conforming behavior in high school.

5. Profile F (self-confident-assertive) men and women appear to obtain the highest first year college grades. Such achievement for F profile students is predicted by the entrance test. The college achievement of F profile students, however, is greater than that predicted by high school average. It is possible that the outspoken and self-assertive characteristics of the F profile student may be "detrimental" to a recognition of real achievement by the high school teacher.

6. The achievement of students falling into the several standard profiles in the several first year academic fields appears to be consistent with the personality characteristics of the several standard profiles. Profile A students (turbulent) appear to have the best performance in science and mathematics (particularly when systematic laboratory work is not involved) and poorer performance in the social sciences and communication. Profile F (self-confident and assertive)students, on the other hand, appear to reveal highest achievement in the "non-science" subjects. Profile C (fearful) and E (feeling) students appear to reveal generally low performance in most of the academic subjects.

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* The details of these studies are described in A Manual on the Manifold Interest Schedule. Heil, Sheviakov and Stone.

Academic Interests of Students Falling in the Six Standard Profile Groups

A high degree of similarity is noted in academic interests for Profile A men and women. Profile A persons appear to have a relatively high interest in biological and physical science, mathematics, sports and manipulative. This profile group reveals relatively low academic interest in Social Science, English, Music and Dramatics. The evidence also indicates that A and C profile women reveal approximately thirty percent more "dislikes" of academic interests than women falling in the other four standard profile groups. The academic interest pattern of A profile students appears to be generally consistent with personality inferences regarding such students drawn from the non-academic categories.

Profile B students reveal some sex similarity in academic interests but not as sharply as profile A students. The pattern of academic interests for profile B students is generally reversed from that for profile A. It is noted that interest in Business is particularly high for B profile persons. The pattern of academic interests for B profile students also appears to be consistent with personality characteristics inferred for this group.

Profile C students appear to reveal some sex similarity in academic interests. High academic interest categories for the C profile group are Social Science, Business and Sports. Lowest interest categories are the sciences, Fine Arts and Dramatics. C profile persons, both men and women, also reveal the lowest of the six profiles in the percent Like of academic interests. A consistency thus appears between academic interests and personality inferences for profile C students to the effect that such students with their dependency needs lack academic motivation.

The absence of any outstanding pattern of academic interests for profile D students appears to be consistent with the intellectualizing of feelings characteristic of such students.

Profile E students do not appear to reveal any appreciable sex similarity in the academic interest profile. The relatively high Business mean score for both men and women together with relatively low mean scores in the sciences, and only intermediate mean scores in other more definitely academic fields, would appear to be consistent with central characteristics of submissiveness and conformity and to suggest a somewhat weak academic drive.

Profile F students appear to be characterized by academic interests which are consistent with a central characteristic of self-confidence and self-assertiveness. Thus profile F students reveal relatively high academic interests in Dramatics, Music, Fine Arts, Industrial Arts, communication skill and Social Science, and relatively low interest for the sciences, Mathematics, Business, Home Economics and Sports.

Personality Characteristics of Students Characterized by Discrepancies between High School Average and Entrance Test Scores

The male high school average-plus discrepancy group, in contrast to the male test-plus discrepancy group appears to want more authority and direction, to depend more on magical thinking, to employ less humor (probably meaning less oral aggression). They also have a greater preoccupation with cleanliness and self-severity, a greater tendency to be methodical with a lower tendency to accept impulses and to be aggressive. The men test-plus discrepancy group, on the other hand, may be described by the reverse of this pattern of personality characteristics. This group is more resistant to authority and direction, with a greater tendency toward being solitary and much less reliance upon magical thinking. They are more prone to employ humor, probably as an aspect of oral aggression, and are generally less rigid and self-controlling as revealed by a smaller preoccupation with cleanliness, self-severity and tendency to be methodical, with a higher tendency to accept impulses and to be aggressive. A somewhat similar pattern is revealed by female high school average-plus discrepancy group in contrast to the test-plus discrepancy women.

Some sex differences are revealed by the data. The high school average-plus discrepancy women, in contrast to the men, are not nearly so prone to accept authority and direction. The women have a greater tendency to employ humor, to engage in fantasy and to show somewhat less of that aspect of rigidity characterized by preoccupation with cleanliness and self-severity. Test-plus discrepancy women, however, in contrast to test-plus discrepancy men appear to be more distant from the family, to be more solitary, to employ less humor and self-severity but more fantasy and aggession.

In the combined group, men and women, the high school average-plus students appear to want direction and be submissive to authority, to be less solitary, to engage in more magical thinking, to employ less humor, and to be significantly more rigid and methodical as revealed by a greater preoccuption with cleanliness, self-severity and methodical coupled with a low tendency to accept impulses and to be aggressive.

The data obtained indicate, therefore, that an admission policy with emphasis on high school average as a criterion for admission, tends to select students who may be labeled as "conforming". The results of the study also suggest the hypothesis that high school grades are generally influenced upward by conforming behavior.

Personality Characteristics of Students Deemed Capable and Incapable of Pursuing Independent Study

1. Freshmen students falling in the highest fifth of their class on the basis of combined high school average and entrance test scores were judged by their instructors with regard to the ability to have pursued independent study in a freshman course being completed.

2. The findings appear to be sharply in the direction of expectation. Significantly more, 71 percent, of the students classified as "Intellectualizing" on the basis of the Manifold Interest Schedule were deemed by the teachers to be capable of pursuing independent study, and significantly fewer students, 34 percent of the students classified as fearful were so judged.

An analysis of the data by sex appears to indicate no sex difference. There is some indication, however, that differences exist among the three areas of instruction, English, social science and science, with regard to the personality descriptions of students deemed capable of pursuing independent study.

Academic Difficulty and Success of Students Falling in the Six Standard Profile Groups (San Francisco State College)

The evidence reveals that academic trouble occurs most frequently with profile C(fearful) students and least frequently with profile B (self-controlling) and profile D (intellectualizing) students. Fewer E and F profile students (feeling and self-confident) relative to all students are in the register-on-probation group, more C profile and fewer D profile students are disqualified, more C profile (fearful) and fewer B profile (self-controlling) students withdraw and probation removal is greatest for F profile (self-confident and assertive) and least for C profile (fearful) students.

The academic grade index findings follow a pattern similar to academic trouble. The grade index evidence indicates that approximately seventeen percent of the C profile (fearful) students fail to earn a C average in contrast to six percent of the E profile (feeling) students. Similarly the evidence reveals that only four percent of the C profile students earn an index of B or higher in contrast to forty-seven percent of the E profile students.

Two major inferences may be drawn from the study. Firstly, the findings appear to be in accordance with expectation; that is, these students who would be predicted to earn a low index and find themselves in academic trouble on a personality basis appear to do so. Secondly, the Manifold Interest Schedule appears to be an effective instrument for making such predictions. One further implication appears possible from the evidence. The findings when considered in the light of results obtained in other studies which relate high school grades and entrance test scores suggest the possibility that an appreciable part of students' grades at San Francisco State College may be related to conformity and methodical work.